

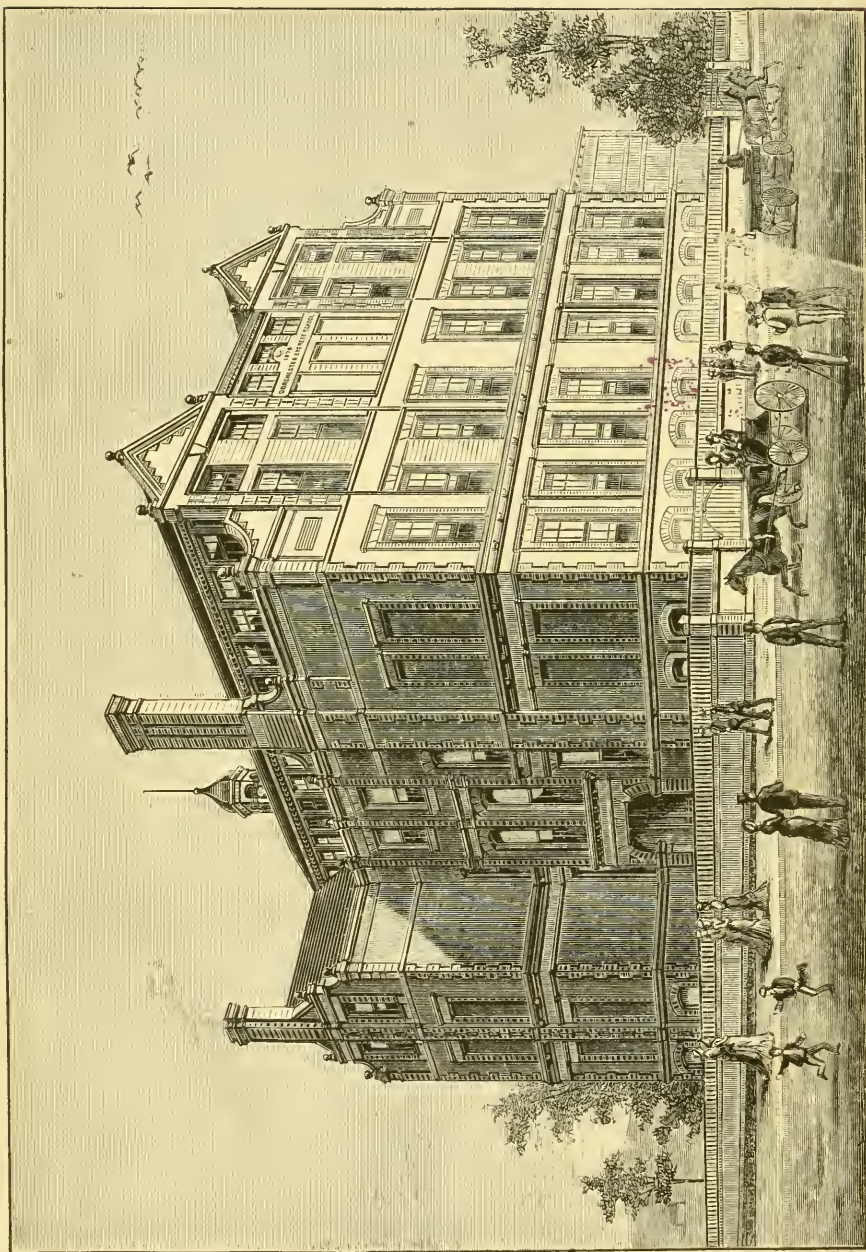
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1877

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SCHOOL DOCUMENT NO. 2.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

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OF THE

CITY OF BOSTON.

1877.



BOSTON

ROCKWELL AND CHURCHILL, CITY PRINTERS,

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IN SCHOOL COMMITTEE Oct. 23, 1877.

Messrs. Flint and Finney and Miss Peabody were appointed a Committee to prepare the Annual Report of the School Board for the year 1877.

Attest:

GEO. A. SMITH,

Secretary.

DEC 16 1943

Ref. 379.7

REPORT.

Since the reorganization of the School Board much has been done outside the usual routine work of the committee, and to some of this it seems proper to give especial attention.

Our school system is partly the product of different committees, often acting under the impulse of an existing exigency, and therefore not always careful to give unity and completeness to the whole. It has, indeed, had the advantage of being a growth, — the result of experience, — rather than a mere mechanical structure, founded only upon theory; and it is doubtless this fact which has given it much of its efficiency. Its shortcomings have not arisen so much from false theories of education as from imperfect development.

There was, to be sure, a systematic gradation of our Primary and Grammar Schools; but here the *system* ended. There was no adjustment of the relative classes of the Grammar and the High Schools. Add to this the results of recent annexation which has given us a large number of Primary and Grammar Schools, and five new High Schools, each differing in many respects from every other, and it will be seen that no little thought and labor were required to reduce them to a general system.

The difficulty was especially great in reference to the High Schools, independent in their origin, and having programmes and methods that differed materially from one another. Experience had shown that three years was quite as long as most of the pupils that enter our High Schools could be induced to remain; and yet there were a few in each of them who were desirous of taking an advanced course. How this want could be met in the most economical way, and at the same time so as to give the best results, became a question of much interest. An advanced course in each school, with suitable teachers and ample chemical and philosophical apparatus, would involve much expense; and the number of advanced pupils in several of the schools would necessarily be very small.

By limiting the advanced course to the English and Girls' High Schools in the city proper, open to pupils who have completed the three years' course in any of the High Schools, a great saving would be made in the purchase of apparatus, and the committee would be enabled to employ specialists in some of the most important departments of high-school instruction. This change, however, would require a complete revision of the three years' preparatory course, and render necessary a uniform course of study. Whoever knows the difficulty of effecting a change which involves so many prejudices and real or supposed conflicting interests will see at once that only by long and patient inquiry and persistent labor was it possible to reconcile existing differences, without encountering obstacles hard to overcome. By

the aid, however, of the Supervisors, and the coöperation of the principals of the several High Schools, a uniform course has been prepared, and is now in operation throughout the city. And although the course is so broad and the choice of studies so free, that the distinctive character of each school has been in great part preserved, yet unity has been given to the plan and means of instruction, and the High Schools have been organized into one system.

The difficulty was not so great in bringing the Primary and Grammar Schools of the annexed districts into harmony with those of the city proper, and whatever differences existed have been reconciled, or are in the process of reconciliation, without a resort to any radical changes.

GIRLS' LATIN SCHOOL.

Another question which has excited much interest, and elicited much discussion, is that of furnishing girls with suitable means of preparation to enter the colleges that are now open to them. From the first there appears to have been a willingness, on the part of the Board, to supply what was needed, and a determination to show no partiality to either sex. The question, however, was one of considerable difficulty, involving, as many supposed, questions on which there is a diversity of opinion, not only in the Board, but in the community. After several hearings before the High School Committee, when the several methods recommended had been ably and very fully discussed, the committee recommended the establishment of a

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Girls' Latin School. The recommendation, after some discussion in the Board, was adopted, and the order to establish such a school was passed.

By this act the School Board removed the stigma which had sometimes been cast upon Boston, of providing for boys what it denied to girls. That this reproach was not wholly deserved is shown by the fact that a Normal School, open to girls exclusively, had been established by the Board. And, whatever partiality may, in the past, have been shown to boys, we are now making amends by furnishing girls with advantages equal to those of boys in preparing to enter college.

EXAMINATION OF SCHOOLS.

The last Annual Report, after referring to "important changes in the administration," consequent upon the "reconstitution of the School Committee," and the establishment of a Board of Supervisors, expresses the opinion of the committee that "Boston will, in the course of time, know what the condition of her schools is, as she has never before known it." The fact was stated by the Superintendent many years ago, that "the School Board does not possess authoritative and reliable information in respect to the standing of a single class in any one school in the system, from the lowest Primary Schools to the graduating classes in the High Schools." In the same report he says that "more adequate provisions for the examining and the testing of the qualifications of teachers is needed;" adding that he knew of "no

large city in this country, or any other, where the provisions for examining teachers are so inadequate."

It was, perhaps, chiefly to remedy these two evils that the new organization was effected. It was to supply the missing link in our system of schools. By making the masters principals not only of the Grammar but also of the Primary Schools, provision was made for "class examinations," "to ascertain their progress and to determine the rank of the pupils," and also for promotion from one class to another in the same school.

For transfer from the Grammar to the High Schools, however, there was no "authority independent of the grade from which the transfer was made, and also independent of the grade to which the transfer was made," except the School Committee; and almost as a matter of course it fell into the hands of one or the other of the parties interested. The Board of Supervisors has supplied this want, and we now have the means of conducting a uniform examination for graduation from the Grammar and High Schools independent of the masters, except as advisory assistants, rendering "all the diplomas of the same grade" of a uniform value.

But, perhaps, the most important part of the school examinations by the new element in the Board is the "examination of schools in classes, with reference mainly to the merit and standing of the teachers." The number of teachers in the city is so great that it is manifestly impossible for the Superintendent to visit them all, much less to inspect

and examine all the schools, so as to be able to report upon the ability and success of each teacher. In this respect the reports of the several Supervisors, open to the inspection of the members of the Board, especially when supplemented by such information as some one or more of the Supervisors can give, are of the greatest value as data for the committee at the annual election of teachers.

EXAMINATION AND APPOINTMENT OF TEACHERS.

The second want of our schools, so forcibly stated by the Superintendent, was the want of adequate provision for the examination of teachers.

One of the most important rules of the new Board, and to which they have most inflexibly adhered, is the requirement of a certificate of qualification, based on examination, to render a candidate eligible for service as a teacher.

The appointment of teachers heretofore "without careful consideration of their qualifications," in the language of the last Annual Report, "was an evil which had begun to show its disastrous effects by unmistakable signs." It was in vain that masters, who are held responsible for the whole school, protested against it as an act of injustice. The solicitation of friends was often so importunate, and accompanied by such appeals, that justice, not only to the masters but to a whole class of pupils, was often sacrificed to a desire, in itself laudable, to furnish a means of livelihood to a worthy and unfortunate person entirely incompetent to perform the duties of a teacher.

There were not wanting those who had come to consider our schools as a kind of eleemosynary institutions for the support of a class that would shrink from dependence upon ordinary means of charity. A certain kind of nepotism had come to be recognized as legitimate in the supply of teachers to our schools, and the result of it was that not a few were employed and paid by the city who never should have been appointed. While sympathizing with the kind feelings which often prompted such action, we must protest against the sacrifice of the pupils who have been the victims of this incompetency.

The present method of making appointments has put an end to this evil, and the short period of two years has furnished "unmistakable signs" that it will give a better educated and more cultivated class of teachers.

The influence of the Normal School is felt in the same direction. The requirements for graduation from it are fully equal to those made of candidates coming from other quarters for examination; and, while it does not follow that every one whose literary qualifications are sufficient, will make a successful teacher, it is certain that one cannot be successful, in any great degree, who lacks the essentials of a good education.

But, while we may congratulate ourselves upon having entered upon a plan that promises to do much to improve the instruction and elevate the character of our schools, the transition may be, and probably is, accompanied with some temporary inconveniences. The Normal School is yet a young institution, and

most of its graduates have had comparatively little experience; while many of the better class of candidates examined by the Board of Supervisors are engaged in teaching elsewhere, and so not available except as permanent teachers. Under these circumstances, it is not strange that substitutes who have had experience, and who may be depended on to take difficult classes for a few days, are scarce now, as indeed they have always been. This, however, is an evil which is becoming less and less, as our Normal graduates are getting experience, and our candidates from examination are becoming more numerous; and it does not seem desirable, in order to remedy a temporary inconvenience, to go back to the system of appointing substitutes who can only — in school phrase — “hold a class,” while they are incompetent to teach.

Objection has been made by some that the candidates who present themselves for examination are not generally those who have had the most successful experience, but rather those who, having but recently graduated, are more fresh in the studies by which their literary qualifications are tested. This may be true, to some extent, in the general examinations, though a successful experience has been an important factor in the decisions of the Board of Supervisors, and has been counted an offset to many minor deficiencies. The 87th section of the Rules, however, especially provides for the examination of candidates selected by the masters, when it is thought desirable by the Division Committees. This rule has already given us a number of teachers, both in our High and Grammar Schools, and in no case has the candidate thus brought

forward been denied a certificate by the Board of Supervisors. This would seem to prove that it is not true that only candidates fresh from their studies can hope to pass the examinations successfully.

Objection has also been made that the list of studies on which candidates are examined is unreasonably extensive. This we should consider a valid objection, if proficiency were required in all. In some respects, however, this is favorable for the candidates. It gives every one a chance to tell what he knows on those subjects with which he is familiar, while a narrower range might exclude those with which he is best acquainted. Of course a candidate should be required to pass a good examination on the several subjects to be taught. In addition, sufficient proficiency in some department of learning should be shown, to satisfy the examiners that he is possessed of scholarly tastes and habits, or at least has knowledge beyond the bare routine laid down for an ordinary class in our Grammar Schools.

The schools of this city, as well as in many other cities and towns, are graded in accordance with the acquirements of the pupils. Among other objections which have been made to this system is, that the evil of "*cramming*" exists.

A graded system, of course, requires a uniform programme; and the promotions from class to class, and from the Grammar to the High Schools, are generally determined, to a considerable extent, by written examinations.

Until 1845 the examinations for promotion to the High Schools had been conducted orally. In July

of that year, the first written examination was made, the results of which were not regarded as creditable to the Boston schools.

From that time the written examination has been the chief, and in many cases the only, test of qualification for promotion. A marked result, which might have been anticipated, has been, that, in many schools, instruction has been limited too exclusively to the specific requirements of the programme, — a definite answer, duly labelled, being prepared, if possible, for every question that could fairly be anticipated. This, perhaps, at first, manifested itself in narrow and more technical teaching. Moreover, with the introduction of new studies, like drawing and music, and more exacting requirements for promotion or graduation, it is not surprising that there should be complaints of "cramming," and it is not unlikely that our schools, in common with others, and with our colleges, may sometimes have been faulty in this regard.

Most, if not all, of this excess of work, however, must be attributed to the lack of adaptation of the present programme of studies to the present condition of our schools, and cannot properly be charged to the new system of examinations. The tendency of these examinations is rather to broaden instruction. The results of the inspections which the Supervisors are making in their daily visits to the schools are quite as important an element in the standing of a school and its several teachers as the results of any written examinations.

But it has been felt for some time that a revision

of the present course of study was greatly needed, and it has been one of the most important duties specially laid upon the Board of Supervisors to consider this subject and report such changes as they may think advisable. This work, demanding much thought, investigation, and mature consideration, is not one to be lightly or hastily dealt with, and until such changes are recommended and adopted, conscientious teachers have no choice but to do their best to conform to the present requisitions. And the Supervisors, though in no way responsible for their existence, have felt equally bound to arrange their examinations with reference to them.

Although we deprecate whatever evils may exist in carrying out the programme of studies, we are still of the opinion that the present supervision and methods of examination in our schools, with the influence of the Normal School, and the Supervisors' examination for certificates, in giving us better and more thoroughly trained instructors, are exerting a strong counteracting influence, which cannot but result in broader and more intelligent methods of instruction. And with these, acting on an improved course of study, we may fairly hope that before long, "cramming" may be a thing of the past, of which our schools contain no suggestion.

WORK OF SUPERVISORS.

As no provision is made, by our Rules and Regulations, for regular reports to the Board from the Board of Supervisors other than those contained in their records, which are open only to the inspection

of members of the Board, it seems proper that this report should give at least a brief summary of the work performed by this new element in our system of school inspection, which is naturally the object of so much attention and interest. The following is only an outline of the work accomplished either by the Supervisors or the Board of Supervisors since their appointment:—

First. Examination of 410 candidates for positions as teachers, 275 of whom have received certificates of qualifications, while 18 have been credited with a partial examination,—that is, with one satisfactory in certain branches, and which may be completed hereafter.

Second. Special examinations, in accordance with the provision in the Rules (Sect. 87), of 8 candidates, all of whom have passed. These examinations have been of the same character as the regular examinations, quite equal in difficulty, and have been taken by persons experienced in teaching, and selected as specially fitted for different positions.

Third. Uniform examinations of the graduating classes of the Grammar and High Schools, part in January and part in June, involving a considerable amount of labor in the preparation of questions, etc.

Fourth. Uniform examination in June of those classes in the High School where the uniform course of study had been begun, rendering such examination possible.

Fifth. Examination of the graduating class of the Latin School.

Sixth. Examinations and monthly reports upon the Evening Schools.

Seventh. Revision and completion of the course of study for the Latin School: a work of great value, and one requiring much time and labor.

Eighth. Preparation of a uniform course of study for the High Schools, which has been adopted, and is in use throughout the city.

Ninth. Careful examination and consideration of the course of study for the Grammar and Primary Schools. The report upon this will be ready soon.

Tenth. The making of nearly 5,000 visits to separate class-rooms and teachers, for the purposes of inspection and oral examination.

Eleventh. The recording of the results of these visits, with judgment of every teacher and class with respect to teaching ability, mode of government, conduct of class, results of examination, ventilation and condition of rooms, etc.,—made in January, and again more fully in June.

The influence of this personal examination and inspection was soon felt, as was shown by the improvement in methods of teaching, and many of our best teachers are very warm in expressing their sense of help and inspiration obtained from them.

Twelfth. If to these be added a great variety of work referred to the Supervisors by different committees of the Board,—which for various reasons cannot be spoken of in detail,—we have a still incomplete list of the labors accomplished by them.

Perhaps only those conversant with the working of our schools can be aware of the difficulties in-

volved in arranging the details of any plan which affects them all, and consequently can fully appreciate the great amount of time, thought, and hard work, which are covered by the foregoing short account, or can understand the great value of the services thus rendered. But all who are familiar with these things will realize that the Supervisors have been at least a very hard-working body of officials; and those who with unprejudiced eyes have most carefully watched the results of their work will, we are sure, be the most ready to acknowledge the good already accomplished by them, and to believe that still greater is to come.

The plan upon which the Supervisors have been working, although probably different from that which would have first suggested itself to most members of the Board, gives us the great advantage of several and distinct judgments upon the work and merits of each teacher. If the schools were divided into groups, each subject, from lowest primary to highest grammar class, to the supervision of only one person, we should naturally feel some reluctance to accepting an unfavorable verdict; at least, in any case as not sufficiently supported. By the present arrangement, this difficulty is obviated; and we have every facility for obtaining a fairly balanced, and consequently just estimate in every class.

This plan also, by which each Supervisor, while having charge generally of a group of schools, has the oversight of some study or group of studies through all the schools, has another great advantage. Though it may not so rapidly give definite results,

which can be readily recorded and tabulated, it must ultimately give not only these, but with them information, and a uniform judgment on the working of our system of instruction throughout the city, and of the adaptation of one part to another, which will be of the greatest and most permanent value. For it is not merely a knowledge of the standing of individual schools and teachers to-day that we crave; but with this such information as shall lead to steady advance and improvement in our system of instruction, and in the efficiency of our schools.

It seems but just and reasonable, therefore, that the present method of supervision, which is somewhat novel to us, shall be allowed a full and thorough trial, and that all unfavorable judgment upon it shall be suspended till it has had ample time to prove its worth.

FREE BOOKS.

The cost of furnishing books for indigent children for the financial year 1876 and 1877 was \$49,637.72.

This item of expense is increasing every year. Considering the large annual expense involved, the system now in use is very unsatisfactory in its operation. It is unequal in its bearing upon the people. Many parents whose circumstances are such as to entitle them to free books for their children feel obliged to purchase them rather than to receive them as a charity, while, on the other hand, many who are abundantly able to purchase them refuse to do so. Moreover, the present plan is a cause of great loss of time in the schools, and a source of great annoyance to teachers, parents, and scholars.

The only feasible way to remedy the evils complained of is to furnish free books to *all* the pupils. We see no reason why the books, as well as the tuition and apparatus, should not be furnished at the public expense. The experience of other cities and towns has shown that this can be done, after the first year, at but little, if any, more expense than under the present system. This subject has been referred to frequently, during the last ten years, in reports and documents of the School Board. The Superintendent, in his report of September, 1868, after clearly stating the inequalities, loss of time, and demoralizing effects of the present system, concluded his remarks on the subject as follows: "These considerations, and others which I have not space now to enumerate, have satisfied me that instead of furnishing a part of the children in the schools, as we now do, with books, it would be better to furnish all, and thus make our schools *wholly free* in reality as they are in name. The experiment has been tried in New York, Brooklyn, Philadelphia, Baltimore, and other cities, and it has been found to work well."

It is earnestly hoped that the experiment of providing free books to all the pupils, of at least one grade of schools, will be tried the coming year.

SCHOOL SESSIONS.

A change in the arrangement of the sessions of the Grammar and Primary Schools has been made during the past year. There are now two sessions on five days of the week and none on Saturday.

As this plan, which must be regarded in the light of an experiment, has been in operation only since the beginning of the school-year, it has not yet had time, perhaps, to show whether it is an improvement on the former arrangement, which gave a half holiday in the middle of the week. It would seem wise, before the close of the year, for the Board to obtain information as to the working of the new system, especially as bearing upon the younger classes, from those who have had the best opportunity of judging of its effects, — the teachers and the parents.

THE BOARD MADE A CORPORATION.

The School Committee has this year been made a corporate body, as will be seen by the following act passed by the Legislature of 1877:—

CHAPTER 53.

COMMONWEALTH OF MASSACHUSETTS.

In the Year One Thousand Eight Hundred and Seventy-seven.

AN ACT TO INCORPORATE THE BOSTON SCHOOL COMMITTEE.

Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:—

SECTION 1. The School Committee of the City of Boston, for the time being, is hereby made a corporation by the name of "The School Committee of the City of Boston," and said committee and its successors in office, elected according to law in said city, shall continue a body corporate for the purposes hereinafter set forth, with all the powers and privileges, and subject to all the duties, restrictions, and liabilities set forth in all general laws,

which now are or may hereafter be in force, relating to such corporations.

SECT. 2. Said corporation shall have authority to receive and hold all sums of money, and real and personal estate, not exceeding, in the aggregate, the value of two hundred thousand dollars, which money may be given, granted, bequeathed, or devised to it, for the benefit of the teachers in the public schools of the City of Boston, or their families, requiring charitable assistance, or for the benefit of any persons, or the families of any persons, who have formerly been such teachers, requiring charitable assistance. It shall have power to manage and dispose of the same, according to its best discretion, and to execute any and all trusts, according to the tenor thereof, which may be created for the purposes aforesaid.

SECT. 3. Said corporation shall likewise be entitled to receive from the members of the School Committee, within the present limits of that part of the City of Boston which was formerly the City of Charlestown, the fund known as the Charlestown School Trust Fund, and shall hereafter manage said fund, and disburse the income thereof within the limits of the former City of Charlestown, according to the tenor of the instruments creating said trust.

Nothing has yet been done towards the formation of a teachers' fund, as is contemplated in Section 2 of the above act. Undoubtedly steps will be taken next year, in coöperation with the teachers, to carry out the project of establishing a fund for retired or disabled teachers.

By Section 3 of the act the School Committee are made the Trustees of the Charlestown Free Schools, and are authorized to disburse the income of the fund known as the Charlestown School Trust Fund among the schools within the limits of the former city of Charlestown.

In this connection we desire to express the opinion, that convenience and propriety would seem to require that other school funds, the incomes of which are devoted to various school purposes, should be managed by the School Committee in its corporate capacity.

SALARIES OF TEACHERS.

In recognition of what appeared to be a general demand for the reduction of salaries in all departments of the City Government, the Committee on Salaries, in their annual report to the Board, proposed a moderate reduction of the salaries of instructors.

The report of the committee was adopted by the Board, and the reduction went into effect on the first of September.

The aggregate reduction was \$82,303, an average of about $7\frac{1}{2}$ per cent.

The following table shows the present salaries compared with those of the previous year: —

HIGH SCHOOLS.

Head-Masters —

	Present Salary.	Former Salary.
First year	\$3,300 00	\$3,500 00
Second year	3,780 00	4,000 00

Masters —

First year	2,700 00	2,800 00
Second year	3,000 00	3,200 00

Sub-Masters —

First year	2,100 00	2,200 00
Second year	2,400 00	2,600 00

Ushers —

	Present Salary.	Former Salary.
First year	\$1,500 00	\$1,700 00
Second year	1,800 00	2,000 00
Assistant principals	1,800 00	2,000 00
First assistants	1,620 00	1,800 00
Second assistants	1,380 00	1,500 00
Third assistants	1,140 00	1,200 00
Fourth assistants	900 00	1,000 00

GRAMMAR AND PRIMARY SCHOOLS.

Masters —

First year	\$2,700 00	\$2,800 00
Second year	3,000 00	3,200 00
Girls' Dudley	1,800 00	2,000 00

Sub-Masters —

First year	2,100 00	2,200 00
Second year	2,400 00	2,600 00

Ushers —

First year	1,500 00	1,700 00
Second year	1,800 00	2,000 00
First assistant	1,140 00	1,200 00
First assistant (second)	852 00	1,000 00
Second assistant	792 00	850 00

Third and Fourth Assistants —

First year	540 00	600 00
Second year	660 00	700 00
Third year	750 00	800 00

SPECIAL GRADES.

Music —

	Present Salary.	Former Salary.
Director	\$3,000 00	\$3,300 00
District teachers	2,400 00	3,000 00
West Roxbury and Brighton	1,320 00	1,800 00

Drawing —

Director	3,000 00	3,300 00
District teachers	2,100 00	2,500 00
Dorchester	1,320 00	1,700 00
Girls' High	900 00	1,000 00
Roxbury High	600 00	700 00

Chemistry —

Girls' High	1,380 00	1,500 00
Assistant	750 00	800 00

French —

Latin and English High	2,400 00	3,200 00
Girls' High	720 00	750 00
Dorchester High	540 00	600 00
Roxbury High	540 00	600 00
Charlestown High	660 00	700 00
Brighton High	250 00	250 00

German —

Latin	200 00	200 00
Girls' High	720 00	750 00
Dorchester, Roxbury and W. Rox.	1,500 00	1,700 00

CHAS. L. FLINT,
WM. H. FINNEY,
LUCIA M. PEABODY.

REPORTS
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
FOR THE
YEAR ENDING JULY 31, 1877.

THIRTY-FIRST SEMI-ANNUAL REPORT.

To the School Committee of Boston:—

In conformity with the requirements of your Regulations, I respectfully submit the following as my Forty-third Report, the Thirty-first of the semi-annual series:—

Summary of Attendance for the half-year ending January 31, 1877.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Normal	1	3	83	79	4	96	88
High	8	89	2,171	2,054	117	90	2,002
Grammar	49	572	24,253	22,847	1,406	94	24,410
Primary	403	404	19,911	18,122	1,789	91	20,475
Totals	461	1,068	46,418	43,102	3,316	93	46,975

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Licensed Minors	2	2	67	60	7	. . . .	67
Deaf-Mute School	1	8	69	. . . .	. . . .	. . . .	. . . .
Kindergarten	1	2	27	22	5	81	23
Evening High	1	11	950	352	. . . .	. . . .	. . . .
Evening	16	139	2,142	1,205	. . . .	. . . .	. . . .
Evening Drawing	5	15	635	279	. . . .	. . . .	. . . .
Totals	26	177	3,897	1,918	. . . .	. . . .	. . . .

NORMAL AND HIGH SCHOOLS.

The average whole number of pupils belonging to these schools during the last half year was 2,254 — boys, 1,238, and girls, 1,016 — against 2,239 — boys, 1,197, and girls, 1,042 — for the corresponding six months of the preceding year; the average daily attendance was 2,133 against 2,151; and the average per cent. of attendance, 95 against 96.1. The number of regular teachers was 77; males, 36, and females, 41. Besides these there were 18 special teachers of gymnastics, military drill, drawing, music, French and German. The teachers in drawing, seven in number, divide their time between the High Schools and the schools of lower grades.

The average number of pupils to a regular teacher was 27.1, an increase of two over that of last year.

The following table shows the classification of the High Schools and Normal School, January 31, 1877:—

SCHOOLS.	ADVANCED.	CLASSES, or years in the course, the first being highest.								TOTAL.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	
Normal . . . . .	...	88	...	...	...	...	...	...	...	88
Latin . . . . .	...	31	34	41	34	40	103	76	40	399
English High	7	102	155	241	...	...	...	...	...	505
Girls' High	45	101	149	263	...	...	...	...	...	558
Roxbury High . . . . .	...	74	47	62	...	...	...	...	...	183
Dorchester High	29	25	33	42	...	...	...	...	...	134
Charlestown High . . . . .	...	33	39	69	61	...	...	...	...	202
West Roxbury High . . . . .	...	20	10	24	34	...	...	...	...	88
Brighton High . . . . .	...	5	15	12	24	...	...	...	...	56
Totals	81	479	487	754	153	40	103	76	40	2,213
Percentage . . . . .	.04	.21	.23	.34	.07	.02	.05	.03	.02	...

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the Normal and High Schools, during the half-year ending January 31, 1877:—

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Av'ge No. of pupils to a Reg. Tch'r.
Normal	3	83	27.6
Latin	12	405	33.7
English High.....	16	521	32.5
Girls' High.....	19	576	30.3
Roxbury High.....	8	183	22.8
Dorchester High.....	5	137	27.4
Charlestown High.....	7	206	29.4
West Roxbury High.....	4	87	21.7
Brighton High.....	3	56	18.6
Totals	77	2,254	27.1

GRAMMAR SCHOOL.

The attendance at the schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 24,253—boys, 12,781, and girls, 11,472—against 23,869, the increase being 384; the daily average attendance, 22,847 against 22,556, the increase being 311, and the per cent. of attendance being 94.2

against 94.4. The whole number of regular teachers in this department, January 31, was 537—males, 83, females, 454—against 572,—87 males and 485 females, January 31, 1876; showing a decrease of *four* in the number of male teachers and of *thirty-one* in the number of female teachers.

In addition to these there were 27 teachers of sewing, and there were 7 teachers of drawing and 7 teachers of music, who divide their time between the different grades of schools.

The average number of pupils to a regular teacher (not counting the principals) was 49.7.

The whole number of pupils on the register at the close of the half-year, January 31, was 24,410.

The following tables show the classification of the Grammar Schools in respect to grade and age, January 31, 1877, as compared with that of January 31, 1874:—

CLASSES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	1,708	.07	1,552	.06
Second Class.....	2,647	.11	2,641	.11
Third Class	3,572	.15	3,696	.15
Fourth Class	4,305	.18	4,557	.19
Fifth Class.....	5,344	.23	5,780	.24
Sixth Class.....	6,035	.26	6,184	.25

AGES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
Under eight years	111	.005	46	.001
Eight years	979	.04	858	.03
Nine years.....	2,485	.10	2,632	.11
Ten years.....	3,650	.15	3,790	.16
Eleven years.....	3,964	.17	4,140	.18
Twelve years.....	4,162	.18	4,079	.17
Thirteen years	3,722	.16	3,529	.14
Fourteen years	2,678	.11	2,903	.11
Fifteen years and over	1,860	.08	2,433	.10

The above tables are, I believe, the most significant ones that could be presented as showing the condition of our Grammar Schools. As compared with the showing made by other cities, they are creditable to us in the highest degree, as may be seen in the English work on the American School System by Francis Adams, where a like comparison has been made. But it is not gratifying to find that during the past three years we have in this respect taken a retrograde step. The aggregate percentage of the three upper classes has not held its own, while that of the three lower classes has increased. This is owing to the fact that in some schools the pupils are kept too long in the lower classes. The disparity between the schools in this respect is very striking. It may be that in some schools the pupils in the lower classes are pushed up

too fast, although there is no case of the kind within my knowledge; but it is quite certain that there are schools where the pupils are kept in the lower classes too long.

The following table, which is commended to the attention of the Board, the Supervisors, and the Principals, shows the percentage of the pupils in the sixth class of the Grammar Schools:—

SCHOOLS.	Whole No.	Per cent. in Sixth Class.	SCHOOLS.	Whole No.	Per cent. in Sixth Class.
Adams.....	508	.20	Hancock.....	507	.34
Allston.....	300	.23	Harris.....	206	.19
Andrew.....	460	.36	Harvard, Ch.....	538	.21
Bennett.....	262	.23	Hillside.....	244	.19
Bigelow.....	748	.26	Lawrence.....	864	.23
Bowditch.....	319	.26	Lewis.....	582	.10
Bowdoin.....	440	.21	Lincoln.....	567	.23
Brimmer.....	725	.26	Lowell.....	420	.25
Bunker Hill.....	576	.25	Lyman.....	586	.26
Central.....	313	.27	Mather.....	333	.27
Chapman.....	536	.23	Minot.....	212	.21
Comins.....	745	.26	Mt. Vernon.....	123	.19
Dearborn.....	801	.29	Norcross.....	639	.25
Dudley (<i>Boys</i>).....	420	.28	Phillips.....	715	.22
Dudley (<i>Girls</i>).....	298	.33	Prescott.....	489	.21
Dwight.....	557	.20	Quincy.....	611	.25
Eliot.....	801	.22	Rice.....	617	.19
Emerson.....	619	.29	Sherwin.....	823	.36
Everett.....	703	.18	Shurtleff.....	674	.25
Everett, Dor.....	326	.32	Stoughton.....	216	.34
Florence.....	142	.23	Tileston.....	78	.16
Franklin.....	713	.23	Warren.....	587	.26
Frothingham.....	544	.29	Wells.....	420	.27
Gaston.....	404	.27	Winthrop.....	867	.24
Gibson.....	232	.32			

The following table shows the average number of pupils to a teacher (not counting the principal), in each school, for the half-year ending January 31, 1877:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	10	513	51.3	Hancock....	11	522	47.4
Allston	7	310	44.2	Harris.....	4	207	51.7
Andrew.....	10	433	43.3	Harvard, Ch.	11	532	48.3
Bennett	6	265	44.2	Hillside	5	241	48.2
Bigelow.....	14	737	52.6	Lawrence ..	18	884	49.1
Bowditch....	8	334	41.8	Lewis.....	11	576	52.3
Bowdoin.....	9	435	48.3	Lincoln	11	566	51.4
Brimmer....	14	672	48.0	Lowell.....	8	423	52.8
Bunker Hill.	11	567	51.5	Lyman	12	600	50.0
Central	6	311	51.8	Mather	6	323	56.8
Chapman....	10	511	63.8	Minot	5	212	42.4
Comins.....	14	758	54.1	Mt. Vernon.	3	117	39.0
Dearborn....	17	830	48.8	Norcross....	12	653	54.4
Dudley (<i>Boys</i>)	8	419	52.3	Phillips	14	725	51.7
Dudley (<i>Girls</i>)	6	293	48.8	Prescott....	9	462	51.3
Dwight.....	11	658	59.8	Quincy.....	12	620	51.6
Eliot.....	15	811	54.1	Rice	13	607	46.7
Emerson....	11	621	56.4	Sherwin....	17	832	48.1
Everett	13	658	50.6	Shurtleff....	14	675	48.2
Everett, Dor.	7	323	46.1	Stoughton..	5	212	42.4
Florence....	3	145	48.3	Tileston....	1	73	73.0
Franklin....	14	701	50.1	Warren	12	578	48.1
Frothingham	11	539	49.0	Wells.....	8	411	51.3
Gaston	8	396	49.5	Winthrop...	18	865	48.1
Gibson	5	219	43.8	Totals	488	24,253	49.7

PRIMARY SCHOOLS.

The attendance at these schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 19,911—boys, 10,694, and girls, 9,217—against 19,657—boys, 10,614, and girls, 9,043, the increase being 254; the daily average attendance, 18,122, against 17,960, the increase being 162, and the per cent. of attendance, 90.3 against 91.2.

The whole number of teachers at the end of the half-year was 403, against 421 at January 31, 1876.

The average number of pupils to a teacher was 49.4 against 46.7. It appears that the practical effect of the action of the Board restoring the old standard number of 56 pupils to a teacher was to increase the average number to a teacher by the small number of 2.4.

The average number of pupils to a school promoted to the Grammar Schools in January, was 6.4, the Lincoln and Lowell Districts taking the lead in this respect.

Table showing average number of pupils to a teacher during the past twelve years:—

YEARS.	No. of Pupils.	YEARS.	No. of Pupils.
1866.....	49.0	1872.....	43.9
1867.....	47.8	1873.....	43.5
1868.....	47.4	1874.....	44.3
1869.....	46.8	1875.....	43.9
1870.....	45.9	1876.....	45.4
1871.....	45.8	1877.....	49.4

The following tables show the classification of the Primary Schools in respect to grade and age, January 31, 1877, as compared with that of January 31, 1874:—

CLASSES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	3,131	.16	2,948	.15
Second Class.....	2,992	.15	3,326	.16
Third Class	2,946	.15	2,907	.14
Fourth Class	2,856	.15	3,047	.15
Fifth Class	2,930	.15	3,198	.15
Sixth Class.....	4,665	.24	5,050	.25

AGES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
Five years of age	2,790	.14	2,890	.14
Six years of age	4,404	.23	4,286	.21
Seven years of age.....	4,604	.24	4,771	.23
Eight years of age	4,162	.21	4,383	.21
Nine years of age and over....	3,560	.18	4,146	.21

These very important tables show the tendency of our Primary Schools in respect to two statistical items which should be carefully scrutinized, namely, the ages and stages of advancement of the pupils. In respect to grade the aim should be to increase the

aggregate percentage of the pupils in the three upper classes, and to diminish in a corresponding ratio the aggregate percentage of the pupils in the three lower classes. It will be observed that the change in this relation between the upper and lower classes has been very slight, — only one per cent.; but that this change represents a loss and not a gain. So in the matter of age there has been a loss. The aim should be to get the children into the Grammar Schools before they are nine years of age, but it appears that there has been an increase of three per cent. in the number of pupils who are nine years of age and over. If we examine in detail the table in the Appendix showing the classification of the Primary Schools, we shall find that there is the most extraordinary disparity between the districts in respect to the number of pupils in the first class as compared with the number in the sixth class. This disparity is not accounted for by the difference in the population, for it exists where the population is of the same character. It must be attributed, therefore, to the difference in management on the part of their principals. The principal should keep his eye on the older pupils in his lower Primary classes, and promote them to higher classes when he finds them capable of going on with the more advanced studies. By this process the morale of the school may be kept in a healthy condition, and many pupils advanced a year or a half-year, much to their advantage. In short, the aim should be to keep all pupils up to classes corresponding to their ages, but not to crowd forward young pupils into classes which are intended for older pupils.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools [January, 1877], and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams	7	40	5.7	Harris	3	20	6.6
Allston	5	32	6.4	Harvard, Ch..	12	92	7.6
Andrew	8	29	3.6	Hillside.....	4	27	6.7
Bennett	5	29	5.8	Lawrence	21	169	8.0
Bigelow.....	13	109	8.3	Lewis	11	75	6.8
Bowditch	11	90	8.1	Lincoln.....	6	64	10.6
Bowdoin	12	80	6.6	Lowell	8	83	10.4
Brimmer.....	10	67	6.7	Lyman	8	20	2.5
Bunker Hill...	11	57	5.1	Mather	4	14	3.5
Central	5	27	5.4	Minot	4	30	7.5
Chapman.....	10	72	7.2	Mt. Vernon..	3	..	..
Comins	16	77	4.8	Norcross.....	7	45	6.4
Dearborn	18	98	5.4	Phillips.....	7	41	5.8
Dudley (<i>Boys</i>)	8	62	7.7	Prescott, Ch..	5	21	4.2
Dwight	6	42	7.0	Quincy	7	44	6.2
Eliot.....	14	87	6.2	Rice.....	7	48	6.8
Emerson.....	9	59	6.5	Sherwin	15	82	5.4
Everett	11	84	7.6	Shurtleff.....	6	43	7.1
Everett, Dor...	5	37	7.4	Stoughton ...	3	15	5.0
Florence	4	6	1.5	Tileston	1	..	..
Franklin	12	87	7.2	Warren.....	7	40	5.7
Frothingham ..	8	49	6.1	Wells	11	78	7.0
Gaston	9	63	7.0	Winthrop	6	50	8.3
Gibson.....	4	24	6.0				
Hancock	16	92	5.7	Totals	403	2,600	6.4

The following table shows the number of Primary pupils in each district, and the *average number of pupils to a school or teacher, during the half-year ending January 31, 1877*:—

DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams	7	337	48.2	Harris	3	131	43.7
Allston	5	225	45.0	Harvard ...	12	597	49.8
Andrew.....	8	363	45.4	Hillside	4	183	45.8
Bennett	5	209	40.2	Lawrence ..	21	1081	51.5
Bigelow	13	622	47.9	Lewis.....	11	556	50.5
Bowditch...	11	531	48.3	Lincoln	6	304	50.1
Bowdoin ...	12	603	50.0	Lowell.....	8	443	55.4
Brimmer ...	10	488	48.8	Lyman.....	8	355	44.4
Bunker Hill.	11	522	47.5	Mather	4	191	47.8
Central	5	211	42.2	Minot.....	4	157	39.3
Chapman ...	10	520	52.0	Mt. Vernon	3	113	38.0
Comins.....	16	860	53.8	Norcross...	7	366	52.3
Dearborn ..	18	899	49.9	Phillips	7	289	41.3
Dudley (<i>Boys</i>)	8	406	50.1	Prescott ...	5	274	54.8
Dwight.....	6	266	44.3	Quincy	7	369	52.7
Eliot.....	14	685	48.9	Rice.....	7	338	48.3
Emerson ...	9	474	52.4	Sherwin ...	15	773	51.5
Everett.....	11	567	51.6	Shurtleff...	6	334	55.7
Everett, Dor.	5	249	49.8	Stoughton..	3	121	40.3
Florence....	4	179	44.8	Tileston....	1	33	33.0
Franklin ...	12	626	52.2	Warren	7	373	53.3
Frothingham	8	386	48.3	Wells.....	11	592	53.5
Gaston	9	428	47.6	Winthrop ..	6	305	50.1
Gibson	4	166	41.5				
Hancock....	16	811	50.7	Totals	403	19,911	49.4

EXHIBITIONS.

The regulations provide that at the end of the school year, "there shall be exhibitions in the High and Grammar Schools; that they shall not exceed two hours in length; and that they shall be conducted in such a manner as to present the attainments of the scholars in the studies pursued during the year." This annual public occasion in each of the High and Grammar Schools is no new feature of our system of education. It had its origin away back in colonial times, in what was called a "visitation." It was customary for the selectmen of the town, who previously to 1789 had the care and management of the schools, to appoint annually a committee of learned and eminent men to make the visitation. Drake, in his "History of Boston," gives an account of the visitation of 1758, remarking, by way of introduction, that "The visitation of the schools had for some time been quite a formidable circumstance." It appears that the committee were on that occasion accompanied on their visitation at the several schools by a considerable number of the first men of the town, besides the ministers, the representatives, and treasurer of the town, and the overseers of the poor. The presence of parents was not wanting. The exercises were simple and eminently practical. There was a careful scrutiny of the writing-books, of the specimens of writing done for the occasion by the best penmen among the scholars, and of the "sum-books," containing the written work in arithmetic by members of the upper class. Then followed

reading, by a few of the brightest boys, out of the Psalter or Bible, the only text-books used in the schools. There may have been some performance in spelling, as, about ten years before, the committee on visitation had in their report "desired the selectmen to recommend to the masters of the schools that they instruct their scholars in reading and spelling." The exercises of the pupils being finished, the judgment of the committee is announced, excellences and defects are pointed out, the customary tokens of approbation are bestowed upon the best boys (there were no girls in the schools), and weighty words of advice and encouragement are spoken by the most eminent of the guests. How the hope of a reward of merit or an honorable mention on that day, in presence of the assembled worthies of the town, must have stimulated the boys! And this was the day of triumph for the master as well as for the scholars, in whose eyes his authority must have been greatly exalted by the deference paid to his office by the magnates of the town. It was, no doubt, the recollection of the effects of such an occasion on his own mind when he was a small boy in the Latin School, that induced Franklin to make the bequest of a hundred pounds sterling, to institute the medal which bears his name. The Franklin Medals were distributed for the first time at the visitation of January, 1793, being "adjudged to the most deserving boys in the upper class in the Latin, Writing and Grammar Schools." There is good reason to believe that the introduction of this feature into the exercises of the occasion rendered the visitation a "circumstance"

more interesting, if not more "formidable," than it had been before. Some high official or distinguished citizen was invited to be present to hang the medals on the necks of the winners. In 1801 this service was performed by no less a personage than John Adams, who had just previously vacated the presidential chair. The medal which he hung upon the neck of a boy then twelve years of age, in the old Centre School which stood on the site of the present City Hall, has just been shown to me by the recipient, Joseph Ballard, Esq., a well-known and highly respected retired merchant of this city. His remembrance of that day is still distinct. In the afternoon the medal boys, twenty-one in number, were honored by a grand dinner in Faneuil Hall, at which President Adams and many other guests were present.

At length this public occasion, with its traditional ceremonies and exercises, came to be called an "exhibition," and was made a subject of regulative provisions by the School Committee.

About thirty years ago a diploma was instituted as a supplement to the medal system, to be annually awarded to the most meritorious members of the lower classes of the Grammar Schools, who were thus brought to participate to some extent in the exercises of the exhibition. The operation of this diploma having proved unsatisfactory, it was abolished several years ago. At about the same time the city medal for girls was abolished, and the awarding of the Franklin Medal was restricted to the élite of the graduating class of the Latin and English High

Schools, and the graduating diploma was instituted for the graduates of the High and Grammar Schools, that is, those pupils of the upper class in those grades of schools who satisfactorily complete the prescribed course of study. The presentation of the graduating diplomas by the committee is a very important feature of the exhibition as at present conducted.

On exhibition day the halls of sixty school-houses are crowded with interested audiences, composed of the parents and friends of the pupils. The old and excellent custom of inviting high officials and distinguished citizens to be present, and give expression to their thoughts touching the interests of education, is still in vogue, and it is to be hoped that it will not be allowed to go out of fashion.

The exhibition has been largely instrumental in securing for our public-school system the high degree of popularity which it has enjoyed. It affords the people an opportunity to get some practical knowledge of the spirit, aims, condition, and results of the schools. A sort of an annual educational revival is produced by it. Many parents are induced to turn over a new leaf, and resolve to devote more attention to the education of their children. The graduates are encouraged to continue in well-doing. Pupils in the lower classes are stimulated to persevere in their efforts to complete the course of study, that they, too, may win the diploma and carry it home in triumph to their parents, who, as they well know, will proudly hang it up, as a precious trophy and memento, among the choicest household decorations.

But the character of the exhibition is not always

what it should be, and hence it is not as useful as it might be. In some instances the exhibition seems to be too much a matter of show. Dress, decorations, and artistic arrangements and movements are too prominent, while the requirement of the regulations that the exercises "shall be so conducted as to present the attainments of the scholars in the studies pursued during the year," seems to be almost wholly ignored. Burlesques seem to me quite out of place on such an occasion. If a dialogue is allowable, it should be short and simple, and without elaborate costumes. But little time should be given to special preparation for the exercises. Some of the best exercises that have occurred in the regular course of instruction should be reproduced, — the best compositions, the best declamation, and best readings. Every exercise should be thoroughly honest, and just what it pretends to be.

I have observed within a few years, in some exhibitions, the creeping in of a custom which I deprecate with my whole heart, — I refer to the custom of bringing forward little children from the Primary Schools, to speak pieces and sing at the Grammar-School exhibition. From every point of view this incipient custom seems to me bad. It is a palpable violation of the letter and spirit of the Regulations, and for this reason, if for no other, I trust the Division Committees will discountenance and prohibit it. If the Board wants an exhibition of the Primary Schools it will doubtless make provision therefor. Until such provision is made, it is clear that no such exhibitions should be had. I suppose

that the idea of bringing out the baby element at the school exhibition is borrowed from the Sunday-school exhibitions, where, in the interest of religion, morals, and education it ought to be suppressed. Nor does it seem desirable that the pupils of the lower classes of the Grammar Schools should participate in the exercises to any considerable extent, although it would be well for the second class to be present when there is room for it. The occasion belongs to the graduating class, and each member of it should be required to take part in the exercises, if it is to do no more than answer a simple question.

The arrangements are generally made with excellent judgment and taste. I cannot, however, approve of the plan, which has been introduced into some schools, of seating the scholars upon an elevated platform, while the committee and invited guests are on the floor below. The better way is to seat the pupils on the floor, and provide a temporary platform for them to occupy during the performance of such exercises as require it.

The conclusion which I reach, after considering the subject carefully, is that the exhibition is a very useful feature of the school system, but that it should be carefully guarded to prevent it from degenerating into a mere show occasion. In a few instances two or three schools have united in a musical entertainment, instead of giving the exhibition required by the Regulations. It is hoped that this will not in future be permitted by Division Committees.

To check the tendency to extravagant expenditure and objectionable display in the matter of dress at

our exhibitions, a committee was appointed by the Board, a year ago, to prepare an address to the girls about to graduate, advising and requesting them to avoid needless expense in their attire on this public occasion. The address had a good effect, and again this year a similar address has recently been issued by a special committee appointed for the purpose, which I take the liberty to insert here, with the expression of my approval, that it may be preserved in a prominent form, as a landmark for future reference: —

TO THE GIRLS WHO ARE TO GRADUATE IN 1877: —

DEAR YOUNG FRIENDS, — You have doubtless heard that a year ago the School Committee sent a letter to the girls about to graduate, asking them to dress simply on the day of graduation, and giving reasons for making the request. Most of the girls — with readiness to be advised, which showed the best possible spirit on their part — followed the suggestions of the committee, and appeared in simple and appropriate dresses, winning the praise of those who saw them, for their admirable appearance.

To-day we make a similar request of you, in the belief that you will be as ready to comply with it as were the graduates of last year. Our reasons may be briefly stated, and are such, we think, as will appeal to your own good judgment and kindly feelings. The first is one that should always have weight in deciding this question; for in every year there are among us those whose incomes are so small that they hardly suffice to furnish the necessities of living, and never permit needless indulgence. But this year it has unusual weight, because of the long-continued “hard times.” Many of us have suffered severely, and hardly any one has wholly escaped. Those who are most fortunate, and who have something to spare beyond the necessities of life, have been constantly reminded of the duty of helping others, who are suffering from actual need of food and clothing. So that, for every one, extravagance has seemed especially out of place. You can see how all this must affect yourselves, who, being a part of the great

community, share in the common lot. No one can wholly escape. If there are those among you who think you can afford to be extravagant, we ask you to consider carefully what we are saying; and if you do not fully see the wisdom of abstaining from needless expense, yet perhaps your kind hearts will prompt you, for the sake of others, to give up a display of apparel that might cause many sad feelings among those who are not able to make a similar how.

But we have another reason for the request, that applies to every one of you. Your day of graduation is not a day of frolic, though a time for the best kind of cheer and happiness. It is a day that marks the conclusion of one great phase in your lives, and the beginning of another and a very different phase. You have been engaged in the serious business of laying a foundation for your life's work; if, by diligence and faithfulness, you have made it broad and deep and firm, it is cause for the truest rejoicing. You are henceforth to carry on the work, we trust, nobly and well. As you look back at what you have done, as you look forward to what you are to do, when you meet the increased responsibilities that every year will bring, we know that you cannot escape most serious and earnest thoughts; and we believe you will agree with us that to such thoughts, and to all high purposes, belongs the dignity of a simple external appearance. We have said enough to cause you to think upon the matter, and are glad to believe that you will decide wisely and well; so raising a standard that will be a help not only to the Class of 1877, but to those that are to follow it.

Permit us to offer to you our sympathy and hearty congratulations at this time. May the best blessings attend you as you go forth into fresh fields of endeavor and of accomplishment!

In behalf of the School Committee,

We are truly your friends,

ABBY W. MAY,
WILLIAM T. ADAMS,
LUCIA M. PEABODY,

Committee.

Boston, April 25, 1877.

METRIC SYSTEM.

Of all the great problems bearing on the progress of civilization, which have in recent times engaged the attention of legislators and men of science, few are more important or far-reaching than that of the unification of weights and measures. To the speedy and complete solution of this problem of universal interest every community is bound to contribute according to its circumstances and ability. In the new High-School course of study which went into operation at the beginning of the present school-year the metric system was made a subject of instruction, and thus the first step was taken towards preparing the youth of this city for utilizing this new instrumentality for promoting human well-being. Believing that the time has fully come for making instruction in the system obligatory in all our schools, I respectfully submit the following remarks on the subject:—

The grand aim of the metrological reform is comprised in the three words, *uniformity*, *permanency* and *universality*; one standard to be the same for all persons and all purposes, and to continue the same forever. Of the importance of this object, said John Quincy Adams, "Uniformity of weights and measures, permanent universal uniformity, adapted to the nature of things, to the physical organization and to the moral improvement of man, would be a blessing of such transcendent magnitude, that, if there existed upon earth a combination of power and will adequate to accomplish the result by the energy of a single

act, the being who should exercise it would be among the greatest benefactors of the human race."

It is generally agreed that a universal system of metrology should possess the following four characteristics: —

1. Its *base-unit* should be a *common measure* of all its *derivative units*.

2. That its derivative units should increase and decrease by the *decimal* or *some uniform* scale.

3. That its denominations should be expressed by *convenient, definite, and significant* terms; and,

4. That its standard unit should be *invariable* and *indestructible* or *reproducible*.

This ideal perfection exists in the metric system, which France, acting as the representative of mankind, has invented and offered as a benefaction to the acceptance of all nations.

The two essential principles upon which this system is founded are, —

1. That the unit of linear measure applied to matter in its three forms of extension, viz.: length, breadth, and thickness, should be the standard of all measures of length, surface and solidity; and,

2. The cubic contents of the linear measures in distilled water at the temperature of greatest contraction, should furnish at once the standard weight and measure of capacity.

The system in substance is this: (1.) The unit of *length*, the *meter*, is the ten millionth part of a quadrant of the meridian of Paris, computed from a trigonometrical measurement of the arc of nine degrees and upwards between Dunkirk and Bar-

celona, being 39.37 inches, nearly. (2.) The unit of *superficies*, the *ar*, is the square of ten meters, or a hundred square meters. (3.) The unit of *capacity*, the *litre*, is a cube whose edge is a tenth of a meter. (4.) The unit of *weight*, the gram, is the weight of a cube of rain-water at its extreme contraction, whose edge is a hundredth of a meter. These four are the primary units of the system, and from these four all others are derived, according to the decimal scale.

The perfection of its nomenclature furnishes one of the most powerful arguments for the adoption of the system. It combines, in the highest degree, uniformity, precision, and significancy. The multiples of the primary units are denoted by prefixing to them syllables derived from the Greek language, significant of their increase in decimal proportion. The subdivisions, or decimal fractions of these units, are equally significant in their names, the syllable prefixed being derived from the Latin language. Four of the prefixes for multiplication and three for division are all that the system requires. These seven prefixes, with the names of the four base-units, *eleven words* in all, practically constitute its whole vocabulary; and yet each denomination has a *distinct name*, and each name a *definite meaning*; no two words express the same thing, and no two things are signified by the same word. This nomenclature is not only unrivalled in respect to precision, significance, brevity, and completeness, but, being derived from the two ancient classic languages, it becomes cosmopolitan in character. On this point Charles Sumner said, "A system

intended for universal adoption must discard all local or national terms. The prefixes employed are equally intelligible in all countries. They are no more French than English or German. They are in their nature *cosmopolitan*, and in all countries they are equally suggestive in disclosing the denomination of the measure. They combine the peculiar advantages of a universal name and a definition. The name instantly suggests the measure with exquisite precision."

Nearly fifty years ago, when this system of metrology was struggling for existence in the country which gave it birth, John Quincy Adams said of it, "The French system embraces all the great and important principles of uniformity which can be applied to weights and measures."—"It is a system adapted by the highest efforts of human science, ingenuity, and skill, to the common purposes of all. Considered merely as a labor-saving machine, it is a new power offered to man, incomparably greater than that which he has acquired by the agency which he has given to steam. It is in design the greatest *invention* of human ingenuity since that of printing."—"Its universal establishment would be a universal blessing."

Nevertheless the progress of this great and beneficent invention for a long period made slow progress. Its value was not appreciated by the masses of people. It became obligatory in France in 1840, just fifty years from the time when, in accordance with the proposal of Prince de Talleyrand, then Bishop of Autun, the commission on the subject

began the elaboration of the system. Its adoption was long delayed by the opposition of ignorance, prejudice and inveterate usage. More recently two agencies have greatly accelerated its progress: (1.) The successive universal exhibitions. (2.) The advancement of popular education. The former demonstrated to the world, as no other agency possibly could do, the utility of the universal adoption of such a uniform system; while the increase of intelligence among the people of different nations by the improvement of their school system has rendered the establishment of the system practicable. The result is that within a few years the system has received the legislative sanction of a large majority of the peoples of the civilized world. It has already been adopted in France, Germany, Spain, Italy, Portugal, Holland, Belgium, Mexico, Austria, Sweden, Brazil, Turkey, Roumania, Moldavia, Wallachia, and the French, Dutch and Spanish Colonies. The system has been adopted in whole by the majority of the South American States, and in part by Switzerland, Greece and Denmark; legalized by Great Britain in 1864; and in British India the Governor-General was authorized, in 1870, to render its use obligatory. Russia has taken the preliminary steps towards its final adoption.

The employment of the weights and measures of the metric system in our own country was legalized by Act of Congress in 1866, and perhaps few realize the extent to which the system has already been adopted in the United States. Its use is more or less extensive among scientific men, in scientific works, in

the United States Coast Survey, in the postal service, in laboratories and colleges, among chemists and physicians; it is in use by almost all who have dealings with foreign countries, and it is beginning to be adopted by important manufacturers.

From the survey I have been able to make of the more recent progress of the metrological reform in the different countries of the world, I conclude that the metric system is destined at no distant day to be established among all the civilized nations of the globe. Its adoption in our own country and its obligatory use is believed to be an event in the near future. That its adoption should have been delayed so long is not creditable to us as a nation.

Such being the case, it seems to be the duty of every public-spirited citizen to exert his influence, in this regard, on the one hand, to induce Congress to take the necessary steps to render the use of the metric system obligatory, and, on the other hand, to make preparation for this action by favoring the teaching of the system to the rising generation.

Congress will, without doubt, take the requisite action on the subject when public sentiment demands it.

What should be done in the mean time, both as a preparation for Congressional action and as a means of hastening it, may be summarized as follows:—

1. That all State Legislatures should render instruction in the system in all public schools obligatory.

2. That, without waiting for such legislative action, all school authorities should at once provide, as far as

practicable, for instruction in the system in the schools under their charge.

3. That all school officers should, within their respective spheres of activity and influence, recommend and promote instruction in the metric system in all schools, both public and private.

4. That all teachers should make themselves acquainted with the system, and that they should, as far as practicable, give their pupils instruction in it whenever required or permitted so to do.

5. That a knowledge of the system should be made a condition of admission to high schools, colleges, and technical schools.

6. That the system should be taught in all normal schools, and schools for training teachers.

7. That at all teachers' institutes the importance and the best method of teaching the system should be presented.

8. That a knowledge of the system should be required of all teachers as a condition of their receiving a certificate of qualification for teaching.

The introduction of the metric system as a subject of instruction in all grades of schools would not impose a heavy additional burden upon either teachers or pupils. Such is the simplicity of the system that it is easily learned, easily retained, and easily practised. An eminent principal of a high school, in a New England State, speaking from experience, says that it will require about twenty minutes to make an intelligent class comprehend it.

Charles Sumner, in his speech in the Senate advocating the establishment of the system, said that "an

afternoon would suffice to make it plain to a class of school boys." As soon as the values of the "four base-units" are fixed in the mind, the values of all the derivative units, being formed by multiplying or dividing the base by ten, are at once apprehended.

Its denominations are reduced from higher to lower, and from lower to higher terms, by simply removing the decimal point to the right or left, as in reducing our national currency to higher or lower denominations. All its computations require only a knowledge of the four fundamental rules of arithmetic. When it shall have taken the place of the old system of denominate numbers in business transactions and in our school curriculum, a great saving of time will be secured for some other useful branch or branches of knowledge.

The proper method of teaching the system is to bring models of the measures and weights before the eyes of the pupils, and explain their relations to each other. The simplest set of apparatus for this purpose consists of (1.) A school meter, that is, a square rod one meter long, three centimeters wide, and three centimeters thick, each of the four sides having its appropriate divisions. (2.) A chart giving a full-size square meter with its various subdivisions. (3.) A chart representing the various measures and weights. (4.) A decimeter cube, which can be taken apart, showing its subdivisions. (5.) A cubical box of a size to contain the above cube, to illustrate both the unit of measure of capacity, and the kilogram or the larger unit of weight. This is substantially the set recommended by the committee of German teachers

to whom the matter was referred by the educational authorities of that country. Mr. J. Pickering Putnam, in his comprehensive manual of the metric system, says that, with this simple apparatus, "the metric values and the whole principle of the system may be well taught in an hour." This set and every variety of metric apparatus and literature is furnished at the most reasonable rates by the American Metric Bureau, in Boston, an efficient organization formed for the purpose of promoting and urging the adoption of the system, and of disseminating information as to its progress, and its means and methods of teaching it.

THE FIRST STEPS IN READING.

About ten years ago an order was passed by the Board authorizing the district committees to introduce into the Primary Schools of their respective districts Leigh's Phonic System of teaching the first steps in reading. Strictly speaking, what is here called "Leigh's Phonic System" is simply a modification of the ordinary Roman type invented by Dr. Edwin Leigh, for the purpose of facilitating the teaching of the first steps in reading by the phonic method. This method leads the pupil to discover the pronunciation of words by combining the elementary sounds composing them. Hence the necessity of some contrivance for indicating the true sounds of the letters as they occur in the printed pages, without changing the orthography. This is what Dr. Leigh's modified type does, and it is therefore properly called "Leigh's pronouncing type." No reading-books have

been made with special reference to the use of this type, but an edition of the first and second books of several series of readers has been printed in this type. For some years previous to the commencement of the experiment with the pronouncing type, the phonic method had been gradually gaining ground in our Primary Schools. The use of the pronouncing type, which had all along been left optional with the district committees and masters, at length became quite general. In the opinion of a large majority of the masters, the time had come for making the phonic method, with the use of Leigh's pronouncing type, obligatory in all the Primary Schools. Accordingly, at the meeting of the Board, December 6, 1876, a vote was passed requiring in the fifth and sixth classes of the Primary Schools the exclusive use of readers printed in the pronouncing type. Of course, this action was intended to render it necessary and obligatory for all the teachers in the Primary Schools who have to teach the first steps in reading, to use Leigh's phonic system. As an appropriate supplement to this action, the Board voted to employ Dr. Leigh for a limited period to give instruction in this method to such of the Primary teachers as needed it, and appropriated therefor the sum of \$200.

For the information of those who are not acquainted with Dr. Leigh's educational labors, I would say that his modesty has prevented him from asserting his just claims as a contributor to educational progress. With singular devotion he has labored with too little encouragement and recognition for more than twenty years in perfecting and introducing his

invention. At the Vienna Exhibition the merit of his invention was recognized by the award of the *Medal of Progress*,—the highest grade of medal bestowed.

At the close of Dr. Leigh's course of instruction to our Primary teachers, in compliance with my request that he would prepare for me a statement of what he had done, of his observations as to the progress already made in the method, and of his views as to the course to be pursued in future by the teachers in regard to it, he submitted the following report, which I regard as a valuable manual for the use of our teachers:—

HON. JOHN D. PHILBRICK, *Superintendent of Schools*:—

I have the pleasure of submitting to you the following report of my work during the month beginning January 22, 1877.

Following the course arranged with you and the Principal of the Normal School, the greater part of the first week was devoted to visiting schools, mainly to ascertain the circumstances and needs of the teachers, their methods of teaching to read and spell, and the practical results; visiting some schools in which the pronouncing print has been used longest and most successfully, some where special difficulties have been reported, and others taught with the common print. I found:—

1. A very rational and successful mode of teaching,—beginning with a few names of familiar objects, or simple and fitting words, and, as soon as a few sounds and letters were learned, using them in new words and simple sentences on the blackboard. There was some variety in the plans of the different teachers, some beginning with the sounds, others with the letters; some with the spoken, others with the printed words; but nothing of the a, b, c, ab, eb, ib, bla, ble, bli, and such methods, that are still so much used in some places; nor even of the pure word method, so called, but rarely used.

2. That the letters and sounds were all (or most of them) learned in about four weeks.

3. That the work was done, mainly, with the blackboard, some of the teachers using the charts as auxiliary.

4. That the sounds were, generally, well given and taught, but that, in not a few cases, imperfect and impure sounds were given. This, however, was less prominent in those teachers who had learned and practised the sounds with the sound-charts, or sound-lessons, as ought indeed to have been expected. But some, who were most defective in this respect, were striving earnestly to break up old habits, having evidently received good instruction on this point.

5. That, while the teachers were trying to carry out the plan proposed in the books, — to pronounce *a*, *the*, *to*, in connection with the words to which they belong, saying *a-man'*, *the-dog'*, *to-come'*, as if they were words of more than one syllable with the first unaccented (like *ability*, *receive*, *superior*), most of them had not succeeded so well as I had hoped in leading the pupils to acquire and practise these first steps in the art of "phrasing." I began to think that too much had been expected in this matter, and that it takes longer than had been supposed, for so young beginners to gain this power of recognizing phrases. This impression has since been strengthened.

6. That there was too much of reading words merely, — picking out or making out words without recognizing them readily, and combining them with facility so as to express ideas and thoughts.

7. That most of the *sixth*-class teachers using this print did not teach the names of letters, or spelling; or began to teach them near the end of their six months.

8. That the *fifth*-class teachers, in these cases, had the whole work of teaching the year's work in spelling thrown on their hands, — having to begin *de novo*, — and felt the burden of it. This seemed to be the substance and the source of the supposed difficulty with regard to spelling and transition.

9. That *most* of the *fifth*-class teachers, however, found no difficulty in the spelling on account of the use of the print, and many of them thought it to be a help to them in this particular.

10. That a few of the *fifth*-class teachers complained very much

of the spelling, and attributed their difficulties to the influence of this print. In two of the strongest cases the following were given as words that had been misspelled, and had given special trouble, on account of the previous use of this type:—

Screames for screams.

Heartes “ hearts.

These words (and others in which the same mistake was made) were preceded, in the spelling-book, at the head of the column, by “spades” and “plates,” and the source of the difficulty was evidently connected with this arrangement in the column and the mode of teaching with it. The pronouncing forms and the phonetic teaching in connection with them could have had nothing to do with it.

<i>crupe,</i>	for croup.	<i>ize,</i>	for eyes.
<i>suip,</i>	“ soup.	<i>enny,</i>	“ any.
<i>bruit,</i>	“ brute.	<i>brite,</i>	“ bright.
<i>cought, cort, court,</i>	“ caught.	<i>no, now,</i>	“ know.
<i>dus, duz, dos,</i>	“ does.	<i>shure, shore,</i>	“ sure.
<i>churp, cherp,</i>	“ chirp.	<i>sorce, sorse,</i>	“ source.

These are old, familiar errors, such as were commonly made long before this print was used; they evidently did not result from its use, and most of them *could not* have been so produced. In fact, its right use ought to prevent, and actually does prevent, such errors.

11. The general, I think uniform, testimony was, that better reading was secured, and that there was no difficulty in the transition to *reading* in common print.

12. The use of the second reader over again in common type, was everywhere complained of as a serious disadvantage. Its use for elocutionary purposes did not seem to be appreciated or desired.

13. As the question of script writing, and of printing the phonic letters by the pupils, is an important one, inquiries were made about them; but they have not been practised in the lowest classes. These are questions deserving the attention of masters of writing and drawing.

These and similar inquiries were followed up, as opportunity offered, in the subsequent weeks.

On Saturday, January 27, I met the fifth and sixth class teachers of the Charlestown District, where this print has never been used, and afterwards those of Boston Highlands, of the North End, of the West End, of South Boston, and (at the Normal Building) those of the rest of the city; also meeting the Charlestown teachers a second time. Afterwards I met the sixth-class teachers, and the fifth-class teachers of the city separately at the Normal Building, and also gave three lessons to the Normal pupils, and addressed the masters at their monthly meeting.

During these five weeks I gave such instruction as appeared to be required in all the school-rooms where I had time and opportunity to go.

In these meetings and lectures I had occasion to make suggestions on various points, such as, —

1. That the business in hand is not to inquire into the advantages of this print, to meet objections, and to determine whether it shall be used. This question has been settled by the School Committee after ten years of most thorough and searching trial. It is for us to ascertain what to do and how to use it to the best advantage.

2. That I have not come here because they cannot teach by this method, without my help, and teach well, much better than they have been doing with the common print. Many other teachers have done this with only the suggestions given in the primers, and the guidance of the print itself, each word in the book being itself a key-word (to one who knows English) to the sounds of all the phonic letters with which it is printed. Besides, they have (in the experienced and successful teachers all around them, and at the Normal School) help which few teachers have had within their reach.

But I have come, partly because *all* the teachers are now *required* to use this method, and it is but right and must be satisfactory, to afford them special aid, though mainly to suggest to them ways of making the *best* use of it and securing the best results and of obviating or overcoming apparent or real difficulties; and also to learn myself, by observation, from the

experience of Boston teachers, what is best to be done here and in other places.

3. That what is peculiar to this system is very simple. It is merely to use the pronouncing forms of words and letters on the blackboard and in the books and charts, and to teach and use the sounds of these letters instead of their names. The sounds and spelling by sound they have long been required to teach; they have now only to connect these with the pronouncing letters and words. Doing this they can still employ any good mode of teaching which they have heretofore used. Even teaching the names of letters and spelling by letter will come in their proper place.

4. Various methods of teaching the first lessons, from names of objects, from words and phrases in the text-book, from the charts, from phonetic arrangements of the sounds and signs, from syllabic exercises, etc., were illustrated in model exercises, with such explanations and suggestions as seemed to be called for.

In connection with these illustrations we considered, among other things,—

5. The distinction between reading aloud (elocutionary reading) and silent reading; the latter being more important in the Primary Schools and first in order, though the recitation of the scholars must be conducted by the former.

6. The fact that there are some things *preliminary* to reading, such as the knowledge of the sounds and their signs, of syllables, words and phrases, and some facility in recognizing them and apprehending their meaning at sight; till this is gained there can be no *reading*, and it should not be attempted or expected; no such habit should be formed.

7. That, in teaching the sounds, the distinction between the spoken word and the printed word, between the sounds of the word we speak and hear and the letters of the words we print and see, and their relation to each other, should be made clear and definite to the child; that he may know what he is doing when he is *sounding* a word, and the difference between that and spelling the written word by giving in order the names of the letters by which it is to be written; that he may distinctly see and practically appreciate the difference between the sound that a particular form

of a letter tells him to make, and the name by which that alphabetic form is called.

8. That, if possible, the sounds and letters should be so taught as to avoid the evil habit of *guessing*; that the teacher should be pretty sure that the child *knows*, before she calls on him to recite; that guessing and mistakes only serve to confuse and destroy the memory. Several ways of preventing this evil were illustrated, and it was suggested that the work of the first weeks in the sixth grade is rather learning by doing and using and drill, and not reciting.

9. That the charts are to be used, in the first steps, mainly as auxiliary to the blackboard; they are also important for learning and practising the sounds correctly; but their chief use is for daily drill (using perhaps one chart each day), throughout the whole course, with this print.

10. That the benefit derived from this print will depend, like that of a good tool, upon its *use*. It should be used constantly and exclusively, from the first lesson on the blackboard to the last in the Second Reader. The sixth-class teacher should tax her ingenuity to make every variety of use of it that will attract and interest the child, and in the fifth class as much and varied use of it as practicable should be continued. This is so important that special facilities in the form of auxiliary reading matter must be provided to secure it.

11. That, at first, all the words should be sounded, then all but the most common words. It is important not to waste time on these after they have become familiar, and especially on such as occur several times on almost every page. Afterwards all words in the columns at the head of the lesson, all new words, all hard words, and especially all words that are not promptly recognized, and all that are incorrectly or indistinctly pronounced, should be sounded for correction and for practice. That the print should be always used in such cases; that the attention should be constantly called to the silent letters, so that they be never overlooked by the eye; that the tendency of both teacher and pupil to overlook the elements of the word, in reading it as a whole, should be counteracted.

12. That in vocal drill the eye, ear, and voice should be used

together, and the pointer direct *all* eyes to the form on the board ; that the drill of the class or of sections in concert, and of individuals, be constant and continued to the end, in order to form and fix good habits, and to contend successfully against the influences of the street, the playground and, often, of home, as well as to make the print do its work in helping the child to learn to read.

13. That while teaching sounds and words, and while teaching to read, the formation of good habits, such as of right speech, of observation of every word and every letter in it, of accuracy, of right reasoning, of intelligent apprehension of the same, of proper expression, and of seeing phrases as well as single words, should be ever kept in mind.

14. That the sixth-class teacher should keep in mind, in forming the habits of her pupils, the work of the next grade for which they are preparing ; and that the fifth-class teacher should be vigilant in keeping up the good habits acquired in the sixth.

15. That in making and teaching the sounds (as in all her work) the teacher should so manage her voice and command herself as not to be too loud. There is a power in reserved force and suppressed tones like the power of silence ; not only a disciplinary power, but it secures attention, thought, intelligence, in both teacher and learner. Sounds and words uttered distinctly in a moderately low tone are often most distinctly heard as well as thoughtfully observed.

16. That in commencing to teach spelling (whether it be in the sixth grade or in the fifth) the child should be made to distinguish clearly between the *sound* denoted by a letter and its alphabetic *name*. (See No. 7.)

17. The fact was noted that the *use* of spelling is in connection with script, when (in letters, etc.) words must be written and spelled correctly ; also the natural connection between learning to spell and various other exercises in writing. Yet, by means of this print, the child, if rightly taught, acquires the habit of noticing every letter in each word, and so lays the foundation for making all his subsequent reading a good spelling lesson. Observant readers and writers make good spellers ; few, if any, others do, however much they may have studied the spelling-book.

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18. To the questions, "When shall we begin to teach the names of the letters and spelling?" — "When to begin *script*?" — "Shall the child himself *print* on the slate and blackboard?" — I did not feel at liberty to give positive and definite answers. My reply was, "When the school committee direct you to." I, however, reminded them of the facts that in St. Louis the teachers begin spelling at once, and carry on spelling and sounding side by side from the first, and have done this for years, securing good spelling as well as good reading; and that, in Portland, Me., and in Washington University, St. Louis, the children themselves print, while learning the forms, and for practice in using them, and do this successfully. As to script, I stated my own conviction that it has no proper connection with learning to *read*, and my desire to know, from the writing-master, whether the habits formed by such writing of such words on the slate, by so young learners, will not have a bad influence upon their future handwriting; and whether they will not acquire the art better at a later period, and by exercises designed specially for the acquisition of good habits and skill in penmanship.

On these and other points, if it be thought proper, I will speak more particularly and fully in my final report.

Respectfully submitted,

EDWIN LEIGH.

THE SCHOOL-ROOM AND ASSEMBLY HALL.

Prof. Buisson, President of the French Educational Commission to the Centennial at Philadelphia, on his return home, wrote for a Paris periodical a series of articles on his observations in the sphere of his commission. The following translation of a part of one of those articles, taken from the "Pennsylvania School Journal," is introduced here as showing the opinion of a first-class expert on several points of practical importance, both in respect to school architecture and school economy.

"The school buildings are the first objects to attract the attention in the Exposition of the schools of Boston. An examination of the plans and photographs show us that here we are not, as is too often the case, in the presence of construction aiming at the grand without regard to the expense, and sacrificing the essential to the superfluous. The impression is much more decisive still when one has had the good fortune to visit these schools themselves. They are, in my judgment, the most approved and the most complete in New England. They differ also very materially from the old American type of school-house, for which certain European authors have sometimes manifested a preference without much consideration. You are aware that in this old system, which is still that of New York, for example, and also of many other cities, all the architectural arrangements of the school building are subordinated to that of the central room, called a 'Hall,' where all the scholars assemble once or twice a day for Bible reading, for singing exercises, and sometimes for public ceremonies, examinations, or on the occasions of visits from strangers. In many schools they had solved the problem of having a vast and magnificent hall without too much loss of space, by disposing of all the class-rooms about this grand assembly-room, and separated from it only by movable partitions. At a given moment, and at a single stroke, all the partitions open and fold themselves up along the wall, and in an instant all the classes are united in one body. Perhaps, however, that plan is generally preferred which consists in reducing the

class-rooms to the smallest possible proportions, and packing the children into them for four or five hours a day, in order to enjoy the pleasure of seeing them defile, with military precision, morning and evening into the imposing hall.

"At Boston, they have resolutely broken away from these old errors. The class-room is treated there, as it ought to be everywhere, not as an accessory, but as the most important part of the building, since the children pass therein nearly all their time. They place the hall in an upper story, with admirably constructed stairways, easy of access.

"We who have never seen, and are not likely to see, anything like it in our primary school-houses, experience at first some difficulty in understanding the utility of this hall, which, it is very apparent, must increase considerably the expense of the school buildings.

"But, after realizing the true function of the American school, it becomes apparent that a large hall, or assembly-room, designed for general reunions, is really indispensable in an educational system like that of the United States. Nothing is more beautiful, and nothing, I am persuaded, exerts a better influence than these grand re-unions of children, brought about with a dignity and a soberness of manner natural to the Americans when they form themselves into an assembly. To appreciate their effects, it is only necessary to see the children of a large school assemble in the hall. They enter step by step, marching in time, generally to the music of a piano, large and small, by classes, in the most perfect order,

without any one, either the largest or the smallest, showing the slightest inclination to laugh, to look lightly upon the ceremony, or to affect those forward airs which are too apt to distinguish boys of from fifteen to eighteen years of age among us, to say nothing of girls of the same age. Whether the reunion in the hall lasts five minutes or an hour, whether it is an assembly for prayers, for singing, for examination, or for some other purpose, the attitude of the scholars is the same; and we have nothing in our pedagogical organization which is productive of the same results. It is not only discipline, it is reflection; it is a moment, no matter how short, that leaves its mark on character; it gives unity to the school, and moulds the whole of the children into a common life. These children of different age and sex are affected by this single and short interview in a wonderful manner, difficult to be described. The youngest among them learn from instinct, and from the example of those older than themselves, respect, steadiness of character, seriousness of manner, an idea of the greatness of the school, and, I am almost ready to say, of the holiness of the place. The oldest engage in the exercises of the youngest. You will see them mark time, go through the prescribed forms for gaining their places, get up and sit down at a given signal, perform conscientiously and without smiling the various gymnastic and calisthenic movements, and defile in a military way in front of the platform, young gentlemen and young ladies, with an air at once serious and good-humored. Then there comes a beautiful piece of sacred music, a national hymn,

or a school song. The moral effect of all this is immense; it unites all these young hearts in a common love of country, which is a very important matter in the political and moral education of the future citizens of the United States.

"It is on this account that it is nowhere a question as to the propriety of these grand assembly-rooms in large school buildings, although strangers, seeing them nearly always empty, are tempted to consider them useless.

"Unlike many others, the schools of Boston have class-rooms worthy of their halls. Mr. Philbrick, who was a delegate from the United States to the Exposition at Vienna, brought back with him the important results of his observations and study concerning the most beautiful educational establishments which he visited in Austria and Germany. And we can already see, in two or three plans of model schools which were shown at the Exposition, how greatly he has benefited his country by his travels and researches. In place of allowing his self-love to prevent him from imitating others, he has done his duty to himself in making known what he has borrowed, and why he has borrowed it. Thus, against the opinion of many American architects, he has adopted the German system of lighting school-houses,—that is, the mode of admitting the light from one side. The trials now made in all the new school-houses in Boston do not leave remaining the least doubt of the superiority of this mode over the former mode of having windows in the two opposite walls, or directly in the face of the master, at the rear end of the room.

Without violating good taste either in the exterior or the interior of the building, they have secured rooms well and easily lighted, and with the light easily distributed in all parts. This arrangement admits the light without the usual play of light and shade, without reflections broken by the spaces between the windows, without the intercrossing of rays, without false light on any side. Nothing is more pleasant or more healthful to the eye; and certainly it is not caring too much for this delicate organ at a time when short-sightedness excites so much alarm in regard to the scholars in our schools.

"The school furniture corresponds to the locality. Everywhere each scholar has a single desk. These desks are more or less simple in construction, but they are always neat and comfortable. Those who have visited hundreds of class-rooms, particularly in Massachusetts, unite in testifying that they have never seen a single example of a desk or table hacked with a knife, blackened with ink-stains, or damaged in any other way by the ill-usage of the scholars. The beautiful furniture in use inspires them with a kind of respect which leads them to take care of it. It is so beautiful that the school authorities may well exact from the scholars extra care for its preservation. One may see in Boston, in a number of schools, desks and tables which have been in use more than fifteen years, and still remain without cut or stain.

"It is true that the janitor is charged to keep the school-houses in the best of order, and he takes, and has taken by others, to this end, especially in winter,

a thousand precautions not in use in France, perhaps because we have not required them."

VISIT TO WESTERN CITIES.

In accordance with the provision of the regulations requiring the Superintendent "to keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the improvement of the public schools in this city," on the 23d of May last I sent to the Board a communication asking leave of absence to visit schools in the chief cities in the West, which was at once granted. On the 28th of the same month I set out on the journey, and returned on the 13th of June, having visited Pittsburg, Cincinnati, Louisville, St. Louis, Chicago, Cleveland and New York. Although the period of my absence was only fifteen days, and the distances passed over were considerable, by travelling mostly on night trains I was enabled to see a great number of schools.

In the selection of the cities to be visited, there could be no question about the first three, namely, Cincinnati, St. Louis and Chicago, which not only belong to the first rank in size, but which also enjoy a deserved celebrity for the excellence of their systems of public instruction. The visit to New York was not contemplated in my plan of inspection, and only one day was devoted to the schools of that city. The other three cities, Pittsburg, Louisville, and Cleveland, were selected as good representatives of the second rank in size in their respective sections of the Union. In all the cities visited, the Superintendents devoted themselves with the utmost zeal and courtesy to the

furtherance of the objects I had in view, and thus enabled me to economize my time to the fullest extent. I desire to take this opportunity of thanking them for their valuable assistance and obliging attentions. I wish also to acknowledge the cordial manner in which all the masters and teachers of the schools visited welcomed me to their classes, and explained to me their methods and arrangements.

In Cincinnati, St. Louis and Chicago, the Normal and High Schools, as well as Grammar and Primary grades, were visited; in Pittsburg and Cleveland Grammar and Primary grades only were visited; while in Louisville I did not see any schools in session, as the only day I could remain in that city was Saturday, which was a school holiday. The best specimens of the school-houses were, however, inspected, and the peculiarities of the system were fully explained by the Superintendent. The day in New York was devoted to witnessing the mode of examining schools by one of the Assistant Superintendents. The Superintendents furnished me with sets of documents, blanks and forms, showing the organization and working, and illustrating the administration of the respective systems.

It will not be expected, I presume, that I should undertake to give in this report anything like a full and complete account of the school systems in the cities visited. The object of my visit was a strictly practical one. I went in search of information for the benefit of education in Boston, and not with the purpose of collecting materials for a book on systems of instruction. And therefore, instead of aiming at completeness in describing the systems under consider-

ation, I shall attempt nothing more than a presentation of some remarks on such features of those systems as appear to me most likely to afford useful hints and suggestions for the improvement of our own.

It is quite probable that members of the Board may have expected me immediately on my return to lay before them the results of my observations. Such was, indeed, my intention; and such a course would have been necessary, had my visit been made for the purpose of obtaining information respecting some matters upon which the action of the Board was pending. But my object was more general. It was to find out wherein the school systems of certain representative cities afforded examples for our imitation. Such matters require deliberation. The half month's rapid inspection was only a help—a necessary help, perhaps—to the study of the subject; but it was not itself the study. Its effect was to afford a clearer insight into certain matters relating to administration, organization, and methods than could be obtained by other means. Hence, upon reflection, I concluded that it would be quite as well to defer until now what I had to say respecting this matter.

School Boards.—How Constituted.—The system of education in each city visited is under the control of a board of education, of which the number of members is not at all proportioned to the population of the city to which it belongs. The Cincinnati Board is the largest in proportion to its population, and the New York Board the smallest. Pittsburg, with a population of about one-ninth of that of New York, has a Board more than fifty per cent.

larger; Louisville, with a population less than a third of that of St. Louis, has a Board of equal size. The Boards differ not only in the proportion of members, but also in respect to mode of election and tenure of office. In Cincinnati, Louisville, and St. Louis they are elected by the people in the several wards, to serve for two years, one-half going out of office each year, each ward having two members, except in the case of Cleveland, where each ward has one member. In New York the members are appointed by the Mayor, without regard to ward representation, to hold office for three years, one-third going out each year; and at Pittsburg, the term of office is the same, but the members are elected, one for each sub-district or ward, by its Board of School Directors, which is itself chosen by the people.

The following table shows (1,) the population of the cities; (2,) the number of members in each School Board; (3,) the terms of service; (4,) the representatives, and (5,) the mode of choice: —

CITIES.*	POPULATION (Estimated).	No. of Members.	Term of Service.	Representa- tion.	How chosen.
Chicago	425,000	15	3 years.	At Large.	Mayor.
Cincinnati	270,000	50	2 "	Ward, 2.	People.
Cleveland	140,000	18	2 "	Ward, 1.	"
Louisville	120,000	26	2 "	Ward, 2.	"
New York	1,200,000	21	3 "	At Large.	Mayor.
Pittsburg	130,000	33	3 "	Ward, 1.	School Directors.
St. Louis	450,000	26	2 "	Ward, 2.	People.

* In the subsequent pages New York not included in the phrase "cities visited."

Powers of School Boards.—These School Boards have, in nearly every case, considerably larger powers than the Boston Board. They not only have the care and management of the schools, but they purchase the lots, erect and repair the school-houses, employ the janitors, and furnish the fuel and other supplies. Nearly all of them determine the school tax to be levied, within certain limits of rates fixed by law. They do not depend upon the City Governments for appropriations. In St. Louis and Pittsburg the Boards have the custody and disbursement of the school moneys, while in the other cities these functions are performed by the City Treasurers. But although the administration in these two cities is alike in this respect, in other respects perhaps the most unlike. Pittsburg is the only one of these cities having local School Boards elected by the people, where there are thirty-three of these Boards, each consisting of six members, who hold office for three years, one-third going out each year. With these local Boards of Directors, with an aggregate of 198 members, the general or "Central Board," as it is called, shares the management of the schools, the Central Board having the exclusive control only of the High School and the colored schools. It has, besides, control in respect to three vital elements of school economy; namely, that of determining the number of teachers to be employed, of fixing their salaries [within the limits of the appropriations], and of prescribing the text-books and the courses of study. This extremely decentralized and complicated system of management has its

counterpart in the Philadelphia system, and its contrast in the centralized simplicity of the system in St. Louis, where one moderate-sized Board exercises absolute control of all school matters, under the State laws.

Although the Boston School Board is somewhat restricted in its powers as compared with the School Boards in Western cities, this limitation of power has its compensation in certain advantages of great importance. If our Board is not invested with authority to levy taxes within certain limits for school purposes, it has the more important legal right of determining the number, grade, and rates of salaries of teachers, without regard to the amount appropriated for this purpose by municipal authorities. The supreme advantage of our system, as it appears to me, is found in this wise, far-reaching and fruitful provision of the school law of this Commonwealth.

Upon a superficial view of the matter, it would seem best that a School Board of a large city should have absolute control of the matter of providing school accommodations, including not only the selection and purchase of lots, the determining of the plans, and the erection of buildings, but also the decision as to the amount to be expended therefor. In the annual report of the School Board for 1877 is found an earnest appeal for an enlargement of their powers in respect to providing school accommodations, although it did not go to the length of asking for the power of determining the amount to be expended for this purpose. The extent of the claim was for entire control of the money appropriations for school-houses and

lots by the City Council. At that time I think the Board was quite unanimously in favor of this claim. The experience of the last twenty years has convinced me that the granting of this power would not have been an advantage to the interests of our system. What was needed was an authoritative voice in the matter, and not the absolute control. Had the Board possessed the requisite authority in this respect, that is, the veto power, many serious errors in the location and construction of school-houses would have been avoided. The City Council has not been wanting in liberality in providing school accommodations, but it has been in some instances obstinate in rejecting the sound advice of the School Board as to sites and plans. The act of 1875, reorganizing the School Board, has effectually remedied this defect in our system. It goes just far enough, in making it necessary that sites and plans shall be approved by the Board, without imposing upon the Board the duty of purchasing lots and building school-houses. There is no fear that in this community public sentiment, as embodied in the representatives of the people in the city government, will not be sufficiently liberal in respect to making appropriations for school accommodations, and, under the new order of things, the authority to determine the kind of accommodations provided, is placed in the proper hands. The experience of the past year in this department of the school affairs affords strong proof of the wisdom of the new arrangement whereby the control, in respect to the plans and sites, has been virtually placed in the hands of the School

Board, while the purchase of lots and the erection of the buildings has been left with the City Council.

Organization of School Boards.—In examining the organization of the school boards in western cities, we find two different types, of which the St. Louis and Cincinnati Boards are the most characteristic examples. The St. Louis Board has only *twelve standing* committees, which are as follows: (1,) On teachers; (2,) on lands and claims; (3,) on leasing; (4,) on building; (5,) on course of study, text-books and apparatus; (6,) on auditing; (7,) publications and supplies; (8,) on the library; (9,) on janitors; (10,) on ways and means; (11,) on salaries; and (12,) on rules and regulations. Of these committees, only three (1, 5 and 12) have direct reference to matters relating to instruction and discipline, the other nine being business committees. *There are no committees whatever on school districts or schools*, although the committees on teachers acts as standing committee on the Normal School, and is required to visit and perform some other duties in respect to the High School.

The Cincinnati Board of Education, on the other hand, has *twenty-five* standing committees, designated as follows: boundaries, buildings and repairs, claims, course of study and text-books, discipline, drawing, examinations, fuel, funds and taxes, furniture, German department, gymnastics, law, lots, music, night schools, normal school and teachers' institute; penmanship, printing, reports and excuses, rules and regulations, salaries, stoves and furnaces, supplies,

and ungraded schools. In addition to this formidable array of standing committees, there are thirty-four sub-committees on districts and schools. Nor does this complete the list. The "Union Board," composed in part of members of the Board of Education, which has charge of the high schools, employs in the performance of its functions no less than fifteen committees, so that the management of the whole system of schools is shared by *seventy-four* committees. The organization of the Chicago Board belongs to this type, the whole number of its committees being *sixty-nine*. Cleveland, on the other hand, follows the example of St. Louis in dispensing with district committees altogether, and in judiciously limiting the number of standing committees. The St. Louis type of organization is, no doubt, much better than that of Cincinnati. The old organization of the Boston Board, in complication and decentralization, belonged to the Cincinnati type; while the new organization, in simplicity and centralization, and consequent efficiency and absence of friction, approaches much more nearly that of St. Louis.

Salaried Officers. — (*Chicago.*) A superintendent and an assistant-superintendent of schools, a clerk of the board, a building and supply agent, an attorney, a school agent, and a messenger. (*Cincinnati.*) A superintendent of schools, a clerk of the board and an assistant, and a superintendent of buildings. (*Cleveland.*) A superintendent and two assistant-superintendents of schools or supervising principals, a clerk of the board, and a superintendent of

buildings. (*Louisville.*) A superintendent and an assistant-superintendent of schools, and a secretary of the board, who also acts as treasurer. (*Pittsburg.*) A superintendent of schools, a secretary of the board, and a treasurer. (*St. Louis.*) A superintendent and two assistant-superintendents of schools, a secretary of the board, a treasurer, an attorney, a bailiff, and an architect; three or four clerks in the superintendent's office.

Organization of Instruction.—In respect to the limits of elementary instruction there is a remarkable uniformity. Children are admitted at the age of six years. The course of instruction comprises eight grades, each grade being intended to occupy a year's time of an average scholar. The four lower grades are comprised in the primary department, and the four upper grades constitute the grammar department, or grammar schools. In Cincinnati, however, while the range and limits of elementary instruction are substantially the same as in the other cities, the division and designation of the departments are somewhat different, the five lower grades constituting what are called district schools, and the three upper grades constituting intermediate schools or intermediate departments. There are four large intermediate schools, with separate organizations, in separate schools, and eleven intermediate departments carried on in buildings with district schools and supervised by the same principals.

In the organization of secondary or high school instruction there is considerable diversity. Of the

cities visited, Pittsburg is the only one where all the secondary instruction is limited to a single high school. This is a noble institution, and is highly creditable to the city. It is a mixed school, and comprises four departments, namely, the classical, the non-classical, the commercial, and the normal. In Cincinnati there are two mixed high schools; in Louisville, there are two unmixed high schools; in St. Louis, there is one mixed central high school and five mixed branch high schools, which are feeders to the central school; in Chicago, one mixed central high school and three mixed division high schools which do not lead to the central school; and in Cleveland there are three mixed high schools and one branch school.

Each of the cities maintains a normal school for the training of female teachers, except Pittsburg, where, as has been stated, normal instruction is given in a department of the high school. Evening schools of different grades are maintained. In Pittsburg, there is a deaf-mute school, and in St. Louis a system of Kindergartens for children from four to six years old has been inaugurated.

The primary grades are not, as a rule, located in separate buildings, but are accommodated in buildings containing more or less of the grammar grades; while in Boston the primary and grammar schools are in separate buildings, and each building has all the grades of its department, or, according to our nomenclature, all the classes of its grade.

This organization differs from that of the Boston system in several points.

1. The pupils are not admitted to the primary schools until the age of six years, which is a year later than is required by our regulations. There is a quite general agreement among educational authorities that children should not be subjected to serious school instruction until they have reached the age of six years. But experience on a large scale, in different countries, has proved that, where the systems of instruction do not include children under six years of age, it has been found necessary, especially in large cities, to provide supplementary institutions for the care and training of those children below the legal school age, whose homes are unfavorable to their physical and moral development. For this purpose, Kindergartens have been established in St. Louis to a considerable extent. In the other cities visited no provision of this nature has yet been provided. While children should not be subjected to compulsory education before they are six years of age, it would be well if, in all communities comprising masses of indigent parents, there were schools provided suitable for children from four to six years of age. In this city there is already very good provision for the care and training of children between five and six years of age. I know of no city where the provision for this purpose is better, and I trust it will be continued, with such modifications in the mode of training and instruction as experience may prove to be beneficial. It is to be hoped, also, that means may be found for providing Kindergartens, or some modifications of this description of infant

schools, for the children under five years of age who need them.

2. The schools are more generally mixed. In fact, the schools are nearly all mixed, those for one sex only, being rare exceptions; while in Boston the majority of the pupils above the primary grade are in unmixed schools. Co-education of the sexes is so much more prevalent in this country than in any other, that it may with propriety be regarded as a peculiarity of American education; and although it has able advocates among American educators, the question whether it is calculated to afford the best development for both sexes cannot be regarded as having been determined in the affirmative. It would not be safe to assume that American experience has demonstrated identical co-education of the sexes to be the best system for developing either the best type of womanhood or the best type of manhood. This important question is not to be definitely settled by the votes of popular majorities, nor by the resolutions of educational conventions; its solution must come, if it come at all, from the teachings of those sciences which underlie the science of education.

3. The high-school building in St. Louis being found inadequate for the accommodation of the pupils seeking admission, four or five "branch high schools" for pupils of the lowest class have been opened in grammar-school buildings. After passing one year in these branch schools, the pupils are transferred to the central building. In Chicago the high-school instruction has been extended by the establishment of three "division high schools" in grammar-school

buildings. These schools have no connection with the central high school. Their course of study is for two years, and it is non-classical.

These two different developments of high-school instruction are interesting as indicating the drift of the popular sentiment in favor of enlarging the provision for secondary education at the public expense. They are also interesting as indicating the fact that these two leading cities were influenced by very different pedagogical theories in the extension of their respective systems of high-school instruction. St. Louis proceeded on the principle that all secondary education should be of one kind only; while Chicago recognized the desirableness of giving pupils an option between a classical and a non-classical course. In this respect Chicago seems to have adopted the more liberal policy. But, however interesting these movements may be as illustrating the tendencies of high-school education, they cannot be regarded as affording useful examples for our imitation, as they are but recent and rudimentary organizations, to be developed, no doubt, in the near future, into separate and independent institutions. Boston escaped the necessity of going through such a process of high-school development by the acquisition through annexation of five fully organized schools, in addition to the three old schools, of different types.

4. Perhaps the characteristic difference between the organization of instruction in the Western cities and that of our own system is found in the local disposition of the Primary and Grammar grades, with respect to each other. The former masses both grades

in the same building; this is the type to which there are some exceptions, notably in Chicago. Our organization separates these two elementary grades or departments, by placing them in different localities; the buildings for primary schools being smaller and more numerous than those for the grammar schools. The Western plan, of massing the primary and grammar departments in the same building, involves this serious alternative: either an unwieldy number of pupils must be brought together in one school, or the classification in the upper grades must be imperfect. But in St. Louis, where there are no territorial districts whatever, classes and grades are sent from one building to another, as the exigencies of classification require. If, in a given building, there are not pupils enough in the higher grades for a good classification, they are consolidated with those of the same grades in another building. In Cincinnati a considerable proportion of the schools are very large, and yet the three upper grades, for the purpose, apparently, of a better classification, are massed in separate schools, and in departments connected with schools of the lower grades. These, as has been mentioned, constitute what are called "intermediate" schools or departments. Were we disposed to adopt the Western arrangement in respect to the primary and grammar departments, our buildings would be quite unsuited to it. Our plan of separate primary schools, in moderate-sized buildings, grouped around the larger grammar schools, is an inheritance — a fortunate inheritance I cannot but think — from the old Primary School Board, which for nearly forty

years had the management of this department of the system. This plan appears to me to have important advantages; and, if it were practicable to exchange it for the consolidated plan, it would not, in my judgment, be desirable.

Supervision.—The Cincinnati and St. Louis systems of instruction have been referred to as representing two quite different types of administrative organization, the School Board of the former city being divided into a great number of committees, while that of the latter is divided into a very few. This difference in the organization of the School Boards involves a corresponding difference in supervision. Each system has its superintendent of instruction, but these officers differ widely in their functions. There are only *two* standing committees of the St. Louis Board whose duties pertain exclusively to instruction and school management, namely, the committee on text-books and course of study, and the teachers' committee, and it is provided that both these committees shall perform their duties *in connection with the superintendent*. The former committee, "in connection with the superintendent, has the general direction of the course of study, and the selection of the text-books and apparatus," subject to the sanction of the Board; the latter, "in connection with the superintendent," nominates all teachers. The only other committee of the Board which has any duty in connection with instruction or school management is the Committee on Rules and Regulations. There is no committee whatever charged with any duty of supervision, ex-

cept the teachers' committee. This committee is constituted the standing committee on the Normal School, and is required to "visit" the High School, and "in connection with the superintendent to take charge of the O'Fallon Polytechnic Institute and the evening schools;" with this exception no committee whatever is charged with any duty in connection with the supervision of the instruction and management of the schools.

As a natural consequence of this plan of organization, the Superintendent becomes a superintendent in fact as well as in name. He is neither a clerk, nor simply an adviser, but an overseer, with power of direction. The regulations expressly provide that the "Superintendent shall exercise a general supervision over the public schools," and he is furnished with the necessary assistance for the performance of his important duties. In the first place, he is furnished with the requisite clerical help, being "empowered to appoint, subject to the approval of the Board, such clerks as may be needed in his office." Then there are two assistant superintendents, who are virtually nominated by him, and who act under his direction. To complete this system of supervision, there are twelve local superintendents, denominated "supervising principals;" that is, twelve of the most capable of the principals are designated, by the advice of the Superintendent, to supervise not only the schools of which they have the immediate charge as principals, but also two or three other schools besides, which have their regular principals, with larger supervising duties. The duties of the

supervising principals are thus set forth in the Regulations: —

I. They shall visit said schools [“such schools as are placed under their charge”] at least once per week, confer with the principals thereof, and report to the Superintendent, in accordance with prescribed forms: —

- (a.) Their general condition.
- (b.) The efficiency of teachers in discipline and instruction.
- (c.) What classes they examined, and their condition.
- (d.) What classes they approved for promotion from grade to grade, or from one book to another.
- (e.) Any irregularity in the observance of the rules of the Board, which they found.
- (f.) Date and amount of time consumed in each visit.

II. It shall be their duty to meet the Superintendent weekly, if required, to consult measures for the improvement of the schools.

III. They shall receive and forward to the Superintendent the reports of the schools under their respective supervision, together with a consolidated report of the same.

IV. They shall conduct not less than two nor more than four of the daily recitations [half hour each] of the classes under their charge.

V. They shall report to the teachers' committee, whenever required, the standing and general efficiency of each teacher under their supervision, as regards discipline and instruction.

All reports from teachers, principals, supervising principals, assistant superintendents and all other persons engaged in the instruction and management of the schools are sent to the Superintendent's office, and all communications relating to these matters are sent out under his direction.

Here is presented, for the first time in the history of American education, a complete, centralized, respon-

sible hierarchy of school supervision. As a guaranty to the individuality and liberty of the principals the Regulations contain the following provision:—

“The principals shall be permitted, without interference on the part of any member of the Board, or the Superintendent, to arrange the details for the internal government of their own schools according to their own method, provided such method is not inconsistent with the general regulations of the schools; such principals, of course, being liable to be judged as to their qualifications by the results they produce.”

To this very rational, but quite un-American, system of supervision, we find a marked contrast in that of Cincinnati, which exhibits the extreme of decentralization. Of the seventy-four sub-committees of the Board, a large majority exercise, over instruction and management, supervisory functions. First, there are the thirty-four committees having the “general supervision” over the individual districts, or rather the individual schools, each district containing, as a rule, one school. They have the nomination of teachers, and the appointment of substitutes, and it is their duty to “visit the schools frequently, and give such aid and co-operation to the teachers, by their counsel, as may tend to increase their usefulness and efficiency,” and “they shall suggest minor regulations for the pupils and teachers,” not in conflict with the general rules and regulations. Various other duties in connection with supervision are assigned these committees. Of the other committees, seventeen are directly concerned in carrying on, with the thirty-four

district committees, the supervision of the schools; several of them having the largest possible power in regard to their specialties. In no case is any one of these committees required to perform its duties in "connection with the Superintendent." In two cases only it is provided that the committees shall have the "aid and advice" of the Superintendent. As an example of what some of these committees have to do in the way of supervision, I quote a part of the section of the rules prescribing the duties of the Committee on Course of Study and Text-books: "They shall constantly observe the modes of instruction in all the schools, the measure of studies required, the merits of the books and exercises in use, and report every defect or abuse, and recommend any change in such matters which they may deem important, guarding against any excess in the tasks imposed, any abuse in memorizing lessons." After reading all that is set down for these numerous committees to do, it is rather difficult to form a clear and definite notion of what there is left for the Superintendent. Nor is he provided with any helps. He has neither clerk nor assistant. In respect to the matter of reports and communications the existence of his office is largely ignored. If he wants to know what is going on in the system, or what is to be done, he must apparently get his information for the most part at second hand. In short, an able and experienced officer, with the title of Superintendent, is employed and paid a fair salary; but his situation is made such that he must work at the greatest disadvantage in his endeavors to utilize his abilities for the benefit of the schools. His situation

is analogous to that of a general without a staff and without a command.

This type of supervision is so general in this country that it may properly be called the American type. Its defects were pointed out in the well-known report on American schools, by Bishop Fraser, who took Boston as a conspicuous illustration. Chicago does not present quite so extreme an example as Cincinnati, but, nevertheless, it belongs to the same type. Cleveland and Milwaukee have evidently taken St. Louis as their model, although they are still far from realizing the standard of their prototype. Our own system of supervision was greatly improved by making the grammar masters principals of the Primary Schools belonging to their respective districts, and thus rendering them local superintendents. Another important step in the same direction was taken in the reorganization of the School Board. There is still room for improvement in this respect. The organization of our supervision would be better if it were less like that of Cincinnati and more like that of St. Louis.

Course of Study.—The courses of study in the western cities are, in the main, similar to our own; but some of them contain certain features which claim our attention. One of these features, which is found in many western cities, is the provision for instruction in the German language in the elementary grades of schools. This study is not obligatory; it is left to the parents to decide whether their children shall pursue it or not. In Chicago it is taught

in the grammar grades, but not in the primary grades; but in St. Louis and Cincinnati it is begun in the lowest primary grade, and is continued up through all the grammar and high-school grades. Pupils are not only taught to read and speak the language, but they are also taught to write the German script. The daily allotment of time to German instruction in the different grades of the St. Louis schools is as follows: In the first grade (lowest), twenty minutes; in the second and third grades, twenty-five minutes each; and half an hour in each of the other grades. Besides this, half the time devoted, in each grade, to penmanship is used in practising German script, under the supervision of the German teacher. In Cincinnati rather more than half the pupils in the public schools are taught German, and in St. Louis about two-thirds. Although this branch has been extended into the elementary grades through the influence of the German portion of the population, instruction in it is not limited to children of German parentage. In St. Louis more than one-third of the pupils in the German classes are Anglo-American, and in Cincinnati above one-half. The instruction is given by special teachers, under a special German superintendent.

I refer to this matter as a remarkable and instructive educational experiment. There are in some places in Europe bilingual common schools; but the teaching of two languages in elementary public schools has nowhere prevailed so extensively as it does at the present moment in this country. The fact of special interest developed by this experience is, that

the introduction of German, where it has been well taught, has not been detrimental to other branches. The Superintendent, Peaslee, of Cincinnati, says, that by a careful examination of the school statistics of that city, running back ten years, he found that the pupils who pursued the German passed from the district to the intermediate schools, that is, from the fifth to the sixth grades, on an average of more than a year younger than those who did not pursue it. He concludes his remarks on the topic with this statement: "I am convinced that if the study of the German language does not assist, it certainly does not retard, the progress of pupils in English." Superintendent Kiddle, of New York, says: "In the schools in which German has received the most earnest attention, and in which, consequently, the best progress has been made, no indication has been presented that this branch of study has at all retarded the progress of the pupils in their English studies." Similar testimony is given by other superintendents. I do not now propose to recommend the introduction into our Grammar or Primary Schools the study of a foreign language; but I am far from being convinced that pupils who attend school until fifteen years of age without instruction in a language other than their vernacular have the best thing done for them, either in the matter of mental discipline or in that of imparting useful knowledge. Among the discretionary subjects which may be taught to advanced scholars in the London elementary schools are Latin and French.

In Pittsburg, "elementary algebra to quadratics"

is prescribed for the highest Grammar grade, and in New York, "algebra through simple equations." General history (the elements of ancient and modern) is a requirement in the New York course; but neither general history nor the history of England is required in the course of any of the other cities visited.

The characteristic peculiarity of the Cincinnati course is a very elaborate and extended syllabus of "*object-lessons*," for all the grades below the High Schools. To secure attention to this department of the course, it was provided that pupils must be examined on it in writing, and that for promotion they must obtain certain percentages of correct answers. The result was not satisfactory. Too much was attempted. To cover all the topics of the syllabus, the teachers were obliged, in the language of the Superintendent, "to resort to the baneful practice of cramming." The teaching was largely abstract instead of being concrete, tasking the memory instead of exercising the powers of observation. Lessons on objects were given, the objects themselves not being present.

To remedy this evil the following rules were adopted:—

1. Principals and teachers are to select, from the grade lists, those objects which, in their judgment, are most suitable for teachers and pupils.

2. Teachers shall in no case attempt to give an object-lesson *without the appropriate object*.

3. Each teacher shall prepare brief notes for each lesson, and at the close of the lesson deposit said

notes with the principal, that they may serve as a basis for the *oral* examination of the class.

4. Teachers are forbidden from writing a lesson or any part thereof upon the blackboard, until the conclusion of the lesson proper, and the commencement of the producing of the lesson by the pupils.

5. The written examinations for promotion, — “the great obstacle to the correct teaching of this subject,” says the Superintendent, “are discontinued.”

Object-lessons properly taught are *an application of the intuitive method*. Consequently, in proportion as the intuitive method is applied to other branches, the need of a special chapter of the programme devoted to this method ceases to exist.

Passing now from the Cincinnati programme to that of St. Louis, which is systematically framed in accordance with a definite theory of instruction, we find in it no section devoted to object-lessons. The characteristic of this course is a syllabus of “Natural Science.” This feature is so interesting and important that I quote it in full.

“NATURAL SCIENCE.

FIRST YEAR OR GRADE.

PLANTS, OR OUTLINES OF BOTANY.

First quarter. Flowers, their structure, color, perfume, habit and shapes. Inasmuch as the pupils of this grade enter school in the early fall or spring, their first quarter's work can be illustrated directly from the garden. *Second quarter.* Leaves, fruits, seeds; shape, uses, sap, decay. *Third quarter.* Buds, roots, their purpose; stalks and trunks, bark of plants, wood. *Fourth quarter.*

Circulation of sap, what is made from sap, sleep of plants, etc.
Review of topics of the year.

SECOND GRADE OR YEAR.

ANIMALS, OR OUTLINES OF ZOÖLOGY AND PHYSIOLOGY.

First quarter. Blood; what it makes; how it is made. The ground; what comes from it as food for animals; stomach and teeth. Circulation of the blood. *Second quarter.* Breathing; brain and nerves; use of the senses; seeing; protection of the eyes; hearing; smell; taste; touch; the bones; muscles. *Third quarter.* Brains and nerves in animals compared with those in man; limbs of animals, and their uses; the hand in man, and its substitutes in animals; what instruments and tools animals possess for attack and defence. *Fourth quarter.* Wings and fins; clothing of man and animals; wherein man is superior to animals; intelligence of animals; sleep, its uses; death, what it is. Review of topics for the year.

THIRD GRADE OR YEAR.

ELEMENTS OF PHYSICAL NATURE.

First quarter. Air; wind; flying and swimming compared; pressure of the air; pumps; barometer, air-pumps, pop-guns; gases distinguished from liquids; gunpowder. *Second quarter.* Balloons; bubbles; heated air; chimneys; draft and ventilation; uses of water; water level; attraction in solids and liquids. *Third quarter.* Water in the air, clouds, snow, frost and ice; heat and cold; communication or conduction of heat; effects of heat; steam; light; color; electricity; magnetism. *Fourth quarter.* Gravitation; motion of the earth; friction. Review of the year's work.

FOURTH YEAR OR GRADE.

BOTANY, MORE SYSTEMATICALLY STUDIED.

First quarter. Modes of studying parts of plants; leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrated by familiar examples. *Second quarter.* The difference in species of TREES; their habits, place of growth and use to man; pine, cedar,

willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch (what "deciduous" and "evergreen" signify), magnolia, live oak, honey-locust, banyan, laurel, mosses. *Third quarter.* FOOD PLANTS: 1. Wheat, barley, oats, rye, Indian corn, rice. 2. Potatoes, yams, beets, turnips, onions, beans, peas. 3. Apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread-fruit, dates, pine-apples, figs, grapes. 4. Sago, tapioca, sugar-cane, cocoanut, palm (its various uses). 5. Pepper, cinnamon, cloves, nutmeg, vanilla. 6. Tea, coffee, cocoa, maté. 7. Irish moss. *Fourth quarter.* PLANTS USEFUL IN THE ARTS: 1. Indigo, logwood. 2. Olive (oil), flaxseed (oil), pine, turpentine, resin, tar. 4. Caoutchouc, gutta percha. MEDICINAL PLANTS AND STIMULANTS: Sarsaparilla, cinchona (quinine), aloe, tobacco, opium, rhubarb. PLANTS VALUABLE FOR CLOTHING: Cotton, flax, hemp.

FIFTH YEAR OR GRADE.

ZOOLOGY, PHYSIOLOGY AND HYGIENE.

First quarter. Classification of animals, their differences and resemblances. I. VERTEBRATES: A. Mammals: *a.* orang-outang, monkey; *b.* bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; *c.* kangaroo, opossum; *d.* beaver, squirrel, rat, mouse; *e.* sloth, ant-eater; *f.* elephant, rhinoceros, hippopotamus, horse, hog; *g.* camel, llama, cameleopard, deer, goat, ox, sheep; *h.* whale, dolphin, walrus, porpoise, seal. B. Birds: *a.* vulture, eagle, hawk, owl; *b.* parrot, woodpecker, cuckoo, toucan; *c.* lark, robin, swallow, sparrow, mocking-bird; *d.* domestic fowl, quail, pigeon, peacock, turkey, partridge; *e.* ostrich, stork, crane, duck, swan, penguin, goose, pelican. *Second quarter.* Classification of animals continued. C. Reptiles: *a.* lizard, crocodile, alligator; *b.* toad, frog, turtle; *c.* rattlesnake, boa-constrictor, python, cobra. D. Fishes: pike, salmon, cod, mackerel, shad, shark, flying-fish, cat-fish, trout, herring, sardine. II. MOLLUSCS: oyster, clam, pearl-oyster, snail. III. ARTICULATES: lobster, craw-fish, worm, spider, insect (honey-bee, silkworm, cochineal, fly, wasp, butterfly, etc.). IV. RADIATES: corals, animalcules. *Third quarter.* PHYSIOLOGY AND HYGIENE: 1. Bones (preservation of the teeth); 2. Skin (its membranes, pores, perspiration, cleanliness); flesh (fat, muscles,

tendons) ; 4. Circulation of blood (veins, arteries, the heart) ; 5. Breathing (lungs, effect on the blood) ; 8. Voluntary and involuntary motion, effect of exercise ; 9. Sleep, disease, death ; 10. Proper and improper hygienic habits (eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping the feet warm and head cool, etc.

SIXTH YEAR OR GRADE.

PHYSICS AND ASTRONOMY.

First quarter. PHYSICS : 1. Gravitation and pressure (weight, pump, barometer, pendulum) ; 2. Cohesion (glue, paste, mortar, cement, etc.) ; 3. Capillary attraction (lamp-wick, sap, sponge, sugar, etc.) ; 4. Mechanical powers (lever, pulley, inclined plane, wedge and screw — friction). *Second quarter.* Physics continued : 5. Heat (sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, etc.) ; 6. Light (sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, effect on growing bodies, photograph) ; 7. Electricity (lightning, sealing-wax experiments, etc.) ; 8. Magnetism (mariner's compass, horse-shoe magnet, telegraph). *Third quarter.* ASTRONOMY : 1. Stars (some idea of size and distance) ; 2. Solar system ; *a.* sun (sources of light and heat, its size, spots) ; *b.* planets (their relative distances from the sun ; Venus and Jupiter, morning and evening stars ; Saturn and his rings) ; *c.* satellites or moons (number of them). *Fourth quarter.* Astronomy continued : *d.* comets ; *e.* orbits (or paths of planets, moons and comets) ; *f.* eclipses (of sun, of moon) ; *g.* seasons ; *h.* phases of moon.

SEVENTH YEAR OR GRADE.

OUTLINES OF PHYSICAL GEOGRAPHY.

First quarter. GEOLOGY : Structure of land, form of continents, islands, mountains, and valleys, plateaus, plains, volcanoes, and earthquakes. *Second quarter.* THE WATER : Springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce and climate. *Third quarter.* METEOROLOGY : The atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs,

rain, snow and hail, climate, electrical and optical phenomena of the atmosphere. *Fourth quarter.* ORGANIC LIFE: Botany, zoölogy, ethnography, relation of plants, animals and men to their place of abode.

EIGHTH YEAR OR GRADE.

OUTLINE OF NATURAL PHILOSOPHY (OR PHYSICS), AS ILLUSTRATED IN FAMILIAR OBJECTS.

First quarter. Matter and its properties: force, molecular forces, gravitation and weight, specific gravity, centre of gravity, motion, action and reaction, compound motion. *Second quarter.* Machinery: friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics. *Third quarter.* Heat and its sources, communication and effects; steam engine; warming and ventilation; meteorological instruments, thermometer, barometer, hygrometer, rain-gauge, anemometer; classes of clouds; classes of winds; meteors and aerolites; aurora borealis; halos; circulation of water through the process of evaporation, clouds, rain, springs, rivers, ocean, etc. *Fourth quarter.* Light; sources; reflection; prismatic spectrum; structure of the eye; optical instruments, telescope, microscope, etc.; electricity, magnetism; electro-magnetism; telegraph."

The foregoing syllabus, which bears the marks of careful preparation, covers a good deal of ground, and without any directions as to the time to be devoted to it, or the method of teaching it, might appear to the average teacher to be somewhat formidable. Of course, it would not be practicable to devote much time to each individual topic. There is, perhaps, no one of the numerous topics comprised in the scheme of which some knowledge would not be desirable. And yet I cannot regard it as quite certain that a syllabus composed of a more limited range of topics would not, on the whole, be preferable.

The plan of this syllabus, and the modes of using it, are fully set forth in the subjoined quotation:—

“LESSONS IN NATURAL SCIENCE.

RULE OF THE BOARD.

The course of instruction in Natural Science herewith adopted shall be taught in *oral lessons*; *one hour* being set apart on *Wednesday afternoon of each week*, for the purposes of said instruction.

REMARKS ON THE METHOD OF TEACHING THIS SYLLABUS.

1. The teacher must not consider herself required to go over all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to undertake any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter, or to any portion of it, until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter, whether the topics of the quarters in hand have all been considered, or only a very small portion of them.

REMARK.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course the pupil will come round to the subject again, and can deepen his insight into the methods of studying the world of plants, learn the general outline of classification adopted, and

train his observing powers. When he comes to the sixth year of the course he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation.

The question will be asked: Why not reduce the number of topics under a given subject to the number that can be actually discussed by the teacher?

The answer is: 1. A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2. The exact number of topics that can be profitably discussed by teachers will vary with their capacities; moreover, it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety, and to have topics enough for the most rapid classes. 3. It is, moreover, important to keep constantly before the teacher a full outline of the subject, so as to prevent the (very common) tendency to treat a theme in its narrow application only, and to omit its general bearings.

GENERAL PLAN OF THE COURSE.

It will be observed that in the eight years' course there is a spiral movement, or recurrence of the same topics. 1. The subject of Natural Science; *a.* the plant; *b.* the animal; *c.* the physical elements and mechanical powers — constitute a primary course of three years; so that even those who receive the minimum of school education shall acquire some insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2. In the fourth, fifth and sixth years these subjects of Natural Science are all taken up again in a second course, and much more scientifically developed: *a.* botany, its method and practical application; *b.* zoölogy and human physiology; *c.* motion and force in masses, in particles, and as applied in the mechanical powers; *d.* astronomy (forming a transition to the Grammar School course in physical geography); five years is the average attendance on our schools; hence the average pupil will get two courses in Natural Science. 3. In the seventh and eighth years of the district schools a third course in Natural

Science is given, in which begin to appear more clearly, in outline, the several sciences: *a.* under natural history or organic nature: geology, meteorology, botany, zoölogy, ethnology; *b.* under natural philosophy or physics: matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science it is of the greatest importance to select typical objects or facts; *i. e.*, objects or phenomena that are types of a large class, by reason of the fact that they manifest all of the chief properties or attributes common to the other individuals of the class, and, at the same time, manifest them in the most obvious manner. It would not do, for instance, to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees, or to analyze the object before him. It is, at first, thought strange — although it is true — that powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and, secondly, of tracing causal relations; hence the questions most frequent are: 'What qualities or properties has this object (exhibiting the same)? What separate actions or movements form the steps or stages in its process? What other objects and processes have the same (classification)? What relation has this object or phenomenon to others, whether as to cause and effect, or as to means and end?'

6. HOW TO CONDUCT A LESSON. — *a.* Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The black-board is the most valuable appliance in oral lessons; on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, wherever possible, illustrative drawings. *b.* Pains should be taken to select passages from the reference books, or from other books, illustrative of the

subject under discussion, to be read to the class with explanation and conversation. *c.* Wherever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it, and encourage the children to do the same. *d.* But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, and arousing habits of reflection, and enabling the pupil to acquire a good command of language. *e.* Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor to fall into the opposite error of using only the loose common vocabulary of ordinary life, which lacks scientific precision."

GENERAL PROGRAMME. — ST. LOUIS.

Number of Lessons per Week in several Studies in each Grade.

	1st Year, OR GRADE.	2d Year, OR GRADE.	3rd Year, OR GRADE.	4th Year, OR GRADE.	5th Year, OR GRADE.	6th Year, OR GRADE.	7th Year, OR GRADE.	8th Year, OR GRADE.
Reading.....	14	14	10	5	5	5	5	4
Spelling.....	14	14	10	4	4	4	4	3
Writing * (or Printing).....	14	5	5	5	5	5	5	5
Arithmetic (Written)	5 (oral).	5	5	5	5	5	5	5
Arithmetic (Mental) .....	.....	.....	.....	4	4	4	4	4 (I. & II.)
Geography.....	2 (oral).	4 (oral).	5	5	5	5	4	4 (II. & III.)
Grammar.....	.....	.....	.....	3 (oral).	3 (oral).	3 (oral).	5	5
History.....	.....	.....	.....	.....	.....	.....	.....	5
Natural Science*.....	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.	1 hour.
Drawing *.....	5	5	5	4	4	2	2	2
Music *.....	15 m. daily.	15 m. daily.	15 m. daily.	15 m. daily.	15 m. daily.	15 m. daily.	15 m. daily.	15 m. daily.
Maximum Length of Lesson in Minutes.....	15	20	20	25	30	30	30	30
Amount of Time devoted to Recitation per Week.....	8 hours.	10 hours.	12 hours.	15 hours.	15 hours.	16½ hours.	17 hours.	17 hours.

* Exercises for the whole room.

Teachers, Training of.—Each of the cities visited, as has already been stated, makes provision for the professional training of female teachers. Formerly, their supply of teachers for the more important positions was largely drawn from the Eastern States. They are now able, by means of their High and Normal Schools, to educate a sufficient number of female teachers to meet the demands of their schools. Their male teachers, especially those employed in its High Schools, are still, to a considerable extent, drawn from the colleges of the Eastern States.

The tendency to advance the requirements for admission to the Normal Schools is evident, the aim being to render the course of instruction and training in those schools purely professional. The course of study in the St. Louis Normal School is, however, still, to a considerable extent, academic, or devoted to general culture, and it extends over the period of two years and a half. Of the Cincinnati Normal School, the principal says: "Owing to the high standard of admission, we have been able to make our course [which is limited to one year], as it should be, almost entirely professional."

The principal of the St. Louis Normal School admirably states the logical basis of the Normal School, as follows: "Normal Schools are the creation of the modern spirit that has recognized the value of instrumentalities in the accomplishment of any purpose. In order to have good schools, we must have good teachers; in order to have good teachers, they must be educated for their work. This education must be given by Normal Schools."

The goal aimed at is to make the professional training of the Normal School begin where the general culture of the High School ends. Normal training, without a good general education, will not produce able teachers; nor will a good general education without Normal training suffice. Large general culture, and thorough professional study and training, are both requisite to form capable teachers. It is evident that the excellent Normal Schools in the cities visited are exerting a most beneficial influence on the schools. In fact, from the character of the city Normal School, one may infer with a tolerable degree of accuracy the character of the other schools.

Teachers, Testing the Qualifications of. — Graduates of the city Normal Schools are granted certificates of qualification for any of the elementary grades. In Chicago it is made the duty of the Committee on the Examination of Teachers to examine all candidates who may apply for situations in the schools, upon the third Friday of each calendar month, and special examinations may be held whenever, in the judgment of the committee, it is necessary. Teachers who pass the examination required shall receive, at first, "partial" certificates, testifying to their moral character and intellectual attainments. After trial, and upon the joint recommendation of the Committee on the Appointment of Teachers, and the committee on the school in which such teachers are employed, the Board may grant a full certificate, testifying to the general success of the holder in matters of instruction and discipline."

In St. Louis the contrivance for testing the qualifi-

cations of teachers is very simple. The regulations provide that, "The Teachers' Committee shall have a *supervision* of the examination of all applicants for situations as teachers, and keep a book of records of the same for the inspection of the Board." The examinations are conducted by the Superintendent, or his assistants, candidates being examined whenever they present themselves.

In Cincinnati the examinations are conducted by a Board of Examiners, consisting of nine members, the Superintendent being one. Examinations are held monthly. Five grades of certificates are granted, namely: male High-School certificates, female High-School certificates, Principal's certificates, Assistant's certificates, and special certificates to the teachers of special branches, foreign languages, music, drawing, and penmanship, and for night schools.

The examination scheme, as laid down by the Board of Examiners, is as follows: —

"SUBJECTS.

- | | |
|-------------------------------------|-------------------------------|
| 1. Theory and Practice of Teaching. | 11. Natural Philosophy. |
| 2. Spelling and Definitions. | 12. Anatomy and Physiology. |
| 3. Reading. | 13. Zoölogy and Botany. |
| 4. Grammar. | 14. Music and Drawing. |
| 5. Penmanship. | 15. Chemistry. |
| 6. American History. | 16. Algebra. |
| 7. Ancient and Modern Hist. | 17. Geometry. |
| 8. Geography. | 18. Astronomy. |
| 9. Mental Arithmetic. | 19. Constitution of the U. S. |
| 10. Written Arithmetic. | 20. Comparative Anatomy." |

Candidates for a male High-School certificate are examined in the first 19 of the above subjects, and such other branches as they may be required to teach.

Candidates for a female High-School certificate are examined in the first 16 of the above subjects, and such other branches as they may be required to teach.

Candidates for a Principal's certificate are examined in the first 19 of the above subjects.

Candidates for an Assistant's certificate are examined in the first 14 of the above subjects.

Special teachers are examined in the branches which they propose to teach, and in which they must have at least nine [marks], ten being the maximum.

High-School principals will also be examined in comparative anatomy.

The regulations of the Board of Examiners fix the percentage which the candidates must have in order to be entitled to a certificate.

"Certificates are valued as follows: For an average of seventy per cent. of correct answers, one year; eighty per cent., two years; ninety per cent., three years." "Less than seven [seventy per cent.] in either English or German, grammar, geography, or written arithmetic, is a failure: *provided*, however, that any candidate having an average of eighty in the other branches, who may fail in any one of said studies only, shall, upon application, be entitled to a re-examination in said study."

I present this scheme, not as a model which I could unqualifiedly recommend, for imitation, but

because I find it in operation in such a city as Cincinnati. Its faults seem to me to resemble somewhat those of our own schemes, especially in that part which relates to the male High-School certificates. If the examination on all the 19 subjects is a serious one, is it not requiring of the candidate what even highly-educated men do not carry in their minds? If, on the other hand, the examination on those subjects is quite elementary, is it necessary in the case of the candidate who is supposed to be a graduate of a respectable college? In determining the qualifications of candidates for the highest posts, is it necessary to subject them to an examination on all the branches that belong to education in all its grades? If the candidate is well up in Latin, is it worth while to test him on the parsing of an English sentence, or in spelling and defining? Is it not possible that a scheme of examination well calculated to keep ignoramuses out of the teaching profession may not be equally well calculated to do justice to candidates of the highest order?

Teachers,—the Relation of the Sexes of.—In respect to the relative proportion of men and women engaged in teaching, our own country stands alone. While in other countries schools of all grades are chiefly taught by men, in America the teaching in the elementary schools is chiefly done by women; and in secondary schools—that is, High Schools and Academies—the number of female teachers probably exceeds that of male teachers. Both sexes, doubtless, have their appropriate spheres in the great work of instructing children and youth. If education is too exclusively

left to either sex the best results will not be produced. Each sex should be employed in the situations for which its aptitudes are best suited. But has this principle been in all cases observed in the substitution of women for men as teachers, which has been in progress during the last twenty or thirty years? Has not this substitution resulted from motives of economy to as great an extent at least as from the consideration of aptitude? Is it not time to inquire into the tendencies and results of this experiment? It appears that, of the persons employed as teachers in the public schools of this State, only about *twelve in a hundred* are men. In referring to this fact, the Board of Education, in their Annual Report, January, 1873, remark as follows: —

“During the past year the Board and their Secretaries have frequently referred with approbation to the substitution of female for male teachers in our schools as a movement in the direction of progress; but the time must come, if it has not actually arrived, when it will be necessary to consider seriously whether the best interests of education do not require some limitation to this movement. If it be true, as most persons will probably admit, that females have superior aptitude for certain departments and situations in teaching and disciplining, is it not equally true that males have superior aptitude for other departments and situations? The want of success, whether in respect to male or female teachers, taken in the mass, is due, not so much to the want of natural aptitude as to the want of special preparation and of adequate experience. The great obstacle to

the acquirement of the needed experience on the part of females is the shortness of the period of their service; and this, again, is the reason why they do not make more thorough preparation for the work."

Thirty years ago, in Boston all the teachers in the High Schools, and *thirty-five* per cent. of the teachers in the Grammar Schools, were men. Now, of the regular teachers in the High Schools *forty-six* per cent. are men; and, of the teachers in the Grammar Schools, *fifteen* per cent. are men; of the teachers in the Grammar and Primary Schools, *nine* per cent. are men; while the percentage of men, including special teachers, in all the day schools is *thirteen*. In the cities visited the proportion of male teachers in the High Schools, excepting the branch High Schools in St. Louis, is rather larger than in our High Schools: while in the lower grades of schools it is generally less. Cincinnati, however, presents quite a marked exception in this respect,—the percentage of men in the Grammar and Primary grades, taken together, being *eighteen*, or double that of Boston; while the percentage of men in all the grades of day schools is *twenty-three*, against *thirteen* in Boston. Chicago, on the other hand, has the smallest proportion of men, namely, only *five* per cent. of the teachers, regular and special, in the day schools. In the elementary schools,—Grammar and Primary,—there are, strictly speaking, no male *teachers* at all; for the nineteen men employed in these grades are all *Principals*, who are chiefly employed in the work of supervision. In St. Louis the percentage of male teachers in all the day schools is *ten*,—double that in Chicago, but somewhat

below that in Boston. In Cleveland there are no male teachers in the Grammar Schools; but two men are employed as Assistant Superintendents, or Supervisory Principals, to visit the schools daily, or very frequently, to attend to certain matters pertaining to discipline, as well as to inspect the instruction. Probably the necessity for retrenchment of expenses led to this experiment. At any rate, the President of the School Board, in his last report, shows that, of the twenty-three leading cities of the United States, only four educate their children at less cost *per capita* than Cleveland. One of these four was Chicago, where, as I have said, there are only nineteen men employed in the Grammar Schools; and where "some 10,000 children could be given only half-day sessions, owing to the want of school-room."

If we would secure the maximum efficiency of instruction, rather than compete with other cities for the minimum cost of tuition *per capita*, we must employ a still larger proportion of men as teachers in our schools.

Penmanship. — The schools of Cincinnati are very remarkable for proficiency in this branch. The children, on entering school at six years of age, are at once put upon writing script, both the German and Latin, at the same time. The first year they write on their slates from copies on the blackboard. The results produced by children of this grade in both kinds of script are truly wonderful, — another illustration of what can be done by skill, — by knowing how. Every child, from the first day of entering school, is

taught to rule his slate with the utmost accuracy, and, for this purpose, each pupil is furnished with a thin, narrow rule. In all figuring, and in all written exercises, whether on slate or paper, the pupils are required to make their work as presentable as possible; the utmost order and neatness of arrangement are constantly aimed at; all writing on the blackboards by teachers must be done in the best possible styles. The pupils begin writing in copy-books after the first year of schooling, and they write one book a year; but, besides this, they write much in waste books, or on waste paper. Those who examined the Educational Department at the Centennial Exhibition could not but be struck by the perfection of the penmanship in the volumes of scholars' work sent by Cincinnati. In this respect they clearly were entitled to stand at the head.

These results have not been produced without an instrumentality. The School Board employs a very capable professor of penmanship, with two female assistants, to superintend this branch in all the schools, and to instruct the regular teachers in it.

School Architecture.—The rapid growth of the population in the western cities has rendered it difficult to supply the demand for school accommodations. The best High-School buildings in the cities visited, are the Central High-School building in Pittsburg, and the Female High-School building in Louisville; these are noble edifices and are highly creditable to the school authorities by whom they were erected. A fine model of the former was exhibited at the Cen-

tennaial Exposition. The buildings for the elementary schools are generally three stories high, with four rooms on a floor. They are of the type of our four-story buildings, exclusive of the fourth story, containing the assembly-hall and two school-rooms. Having no assembly-hall, they are in some cases constructed so as to throw two school-rooms into one by means of a sliding partition. These cities certainly deserve much credit for their enterprise in supplying so well as they have school accommodations for their rapidly increasing population; but I did not discover any improvement in school architecture to recommend for adoption.

Corporal Punishment.—The discipline of the schools visited by me seemed to be all that could be desired. The pupils were orderly, attentive to their duties, and respectful in their bearing toward their teachers. The teachers seemed to govern the pupils with ease; no severity or harshness, either of tone, look, or gesture, was observed. The matter of corporal punishment was inquired into pretty thoroughly. The two important facts ascertained in regard to this subject are: (1.) That corporal punishment is not prohibited in any grade of the schools in any one of the cities visited; and, (2.) That practically corporal punishment is not very extensively employed as a means of discipline. I found very few rules relating to the mode or extent of inflictions of this sort of punishment. The prevailing opinion as to the wisest way of dealing with the subject was in favor of leaving the teachers'

hands as free as possible, and of holding each one individually responsible for the manner in which he exercises the authority allowed him. The teacher is not condemned for resorting to corporal punishment in certain exceptional cases, but for using it injudiciously or excessively. In Cincinnati there is no regulation whatever in regard to the matter. In Chicago, although corporal punishment is permitted by the regulations, the teachers, under the lead of the Superintendent, have for several years voluntarily dispensed with it, substituting therefor the suspension or expulsion of incorrigible pupils. Expulsion is the only practicable substitute for corporal punishment yet devised. But this substitute is very objectionable, especially in its application to elementary schools.

The following are the St. Louis rules "concerning discipline: "—

All teachers are required to maintain strict order and discipline in their schools and class-rooms at all times. Any neglect of this requirement will be considered good cause for dismissal. In maintaining order, teachers are hereby authorized to employ any proper means which may be necessary to secure compliance with their commands to the pupils, and in the use of which they will receive the full countenance and support of the Board.

All teachers will be held to a strict accountability as to the manner in which they shall use the authority herein delegated, and, upon complaint of severity of punishment, each case shall be adjudged upon its own merits, the teacher being subject to instant dismissal if the Board decide it to be demanded by the circumstances.

Each teacher in the employ of the Board shall file with the Superintendent, at the close of each quarter of the scholastic year, a list of all cases of corporal punishment inflicted by said teacher

during the quarter, giving *date, name of pupil, and cause of punishment.*

Those teachers who are most successful in controlling their pupils without the use of corporal punishment, other qualifications being sufficient, shall be awarded by the Board a higher degree of appreciation, and receive the preference over all others in promotions and appointments.

The aggregate number of cases reported, in accordance with these rules, during the year 1874-75, was 3,967.

In New York corporal punishment is prohibited, the children who cannot be controlled by moral means being suspended — that is, says the Superintendent, “virtually expelled.” This system, which has been in operation for several years, does not appear to have produced very satisfactory results. In his last report, the Superintendent, in speaking of this subject, says: “The question as to what effectual means of coercion and correction can and should be adopted in the case of children who are found to be incorrigible by the ordinary methods of restraint, or indifferent to the incentives usually employed, is one which still claims a serious consideration. The inefficiency of our system in this respect neutralizes, to a considerable extent, the operations of the compulsory attendance department, as the very boys that are placed in the schools at considerable expense, both of time and money, are, in a few days or in a few hours, expelled as incorrigible. Many parents, finding that our schools are unable to govern their wilful and unruly children, send them to the parochial or industrial schools. . . . There can be no doubt that

the number of pupils excluded from the schools, by the indirect operation of the system, far more than the number of formal suspensions would indicate, is very large. The question, therefore, very properly suggests itself, Why should a system for compelling pupils to attend the schools be sustained at great expense to the city, while there is no effective means of controlling and educating those children after they have been brought into the schools?"

The wisest course to pursue in respect to this matter seems to be to authorize teachers to employ any proper means which may be necessary to secure compliance with their commands to the pupils, giving them full countenance and support in the use of the same, and to hold all teachers to a strict accountability as to the manner in which they shall use the authority thus delegated.

Grading, Classification, and Promotion.—As already stated, page 55, the elementary course of instruction in the cities visited comprises eight grades, each grade being intended to occupy a year's time of an average scholar. The general promotion of the pupils from the lower to the higher grades takes place annually. The scholars who do not reach the required standard for promotion must repeat the year's course, the only alternative being withdrawal from school. This is substantially the system in theory, but probably it is nowhere strictly adhered to in practice. The procrustean tendency of the system is more or less counteracted by the promotion of individual pupils of the highest rank, in the

interval between the annual class promotions. In St. Louis, although the grades correspond to the years of schooling as in the other cities, each grade is broken into four sub-grades, corresponding to the quarters of the school time. This expedient has been resorted to in order by reducing the intervals between the classes to a minimum, to facilitate individual promotions, and give the bright, capable pupils a chance to go on, leaving behind those who are more slow and indolent. The point aimed at is to give flexibility to the graded system, and maintain the necessary uniformity of classes by frequent reclassification, instead of endeavoring to accomplish the same object by unduly restraining the foremost pupils and unduly urging forward the hindmost.

The reclassification taking place at the end of each quarter, it is considered no great hardship for the poorer scholars in the class to repeat the course, and, on the other hand, some of the very best pupils are enabled at times to skip a class, and by this means to shorten the time required for completing the curriculum. Quarterly promotions in all the elementary grades necessitate, of course, quarterly graduations, and quarterly transfers of graduates to the High School. If this plan were carried out in the High School it would involve the necessity of greatly multiplying the number of the classes, and of quarterly graduations corresponding to the quarterly admissions. But this is not the case; although pupils are admitted to the High School five times in the year, namely, at the end of each school quarter, in November, January, April, and June, and also at the

beginning of the school year in September, graduation takes place only at the end of the school year, so that, during the course in the High School, the pupils who were admitted at different times in the year are gradually brought to the same stage of advancement. It is intended, however, when the increase in the size of classes renders it possible, to divide the senior class and allow the advanced division to graduate in February, the other in June.

In Chicago, where much attention has been given to the subject of classification and promotion, the mechanism of the graded system is rendered flexible in a way somewhat similar to that adopted in St. Louis. The plan there in operation is thus described by the Superintendent: —

“Close graduation and classification demand large numbers of pupils. It has been assumed that what is good for a school of 1,000 pupils is of equal value to a school of 100. This assumption has led to great abuses. The closest graduation is profitable only in cities and large towns, where there may be easily found as many pupils of about equal attainments, as it is proper to put under the charge of a single teacher.

“The pupils who are capable of more rapid advancement than their classmates pass into the next class above, and by so doing awaken the ambition of those whom they have overtaken, so that they carry with them, into the next class, some who might otherwise have remained sluggish till their course was completed. The places they have left are filled by the brighter element of the class below. By the

transfer of the better pupils, those remaining find themselves in advance of those who have been transferred to their ranks, and they may feel the influence of that spirit which has brought to their class the better part of the class below. A practical difficulty is suggested in the case of rooms so filled that room cannot be found for the transfer from below. This difficulty is easily solved by permitting the teacher to anticipate the work of the next grade. Her pupils thus move forward in studies, though not in rooms. As soon as the way is opened, the pupils pass over the classes whose work they have anticipated, and are not at all delayed in the general course. Indeed, this apparent delay may prove a means of more rapid advancement, in that it affords the teacher a little variety in her work, and incites her to compare results with the teacher next above her. Instances are not at all rare in which teachers of lower rooms have carried their pupils entirely beyond those of the next room above.

"Since this remark brings me to a consideration of our own work under a graded system, I may be pardoned for saying that, in the main, our own schools are an illustration of what is sketched above. To those who wonder how we can promote by classes or by grades, at any time in the year, and without regard to promotions in grades above, it is sufficient to say that our room limits have no relation whatever to grade limits. The pressure for room is always from below, while withdrawals from school are almost invariably from above. Thus frequent opportunity is given for transfer upward, but it is not

at all essential to promotion from grade to grade that such opportunity for transfer be available. It sometimes occurs that the teacher of a room carries her pupils through two grades before an opportunity for transfer comes. Sometimes the pressure from below for vacant space above takes away the pupils of a teacher before half the work of a grade is completed. Transfers from room to room are made when vacancies occur; promotions from grade to grade in study are made when the pupils have completed the work of their grade. And right here comes the criticism: 'This course must involve a frequent change of teachers.' In exceptional cases it is true; but the exceptions are found in the lowest grades, from which pupils are passed upward, to make room for the crowd of applicants below. Even in these cases the chances are about equal that the transfer will be from a poorer to a better teacher; and, in cases where equal ability exists, the feeling on the part of the child that he is promoted is an incentive to greater effort. But, in the main, change of teachers under this flexible system is no more frequent than under the system of uniform time for promotion, with a single exception, to be noticed hereafter. The time required to pass through any grade is for the average pupil a constant quantity, — six months, eight months, or ten months. The term the pupil spends with the teacher is the same, whether the grade be entered in September, or November, or March. The time of promotion has nothing whatever to do with the length of time the pupil remains under the same teacher. In the course of eight years, about the average time required to

complete our Primary and Grammar courses, ten changes of teachers are probable. The number of changes is the same, whether the changes be made at the beginning, in the middle, or at any other time of the school year.

"In the extreme case of annual promotion, changes are made as often as promotion occurs, which is once each year, and at a fixed time. No provision is made for exceptionally bright classes, or exceptionally excellent teachers, making it possible to pass a grade in less than the prescribed time. Right here the flexible system has decided advantage, and this is the exception alluded to above. Many instances have occurred in our schools of the passing of whole classes through the grades in the time allotted to the completion of one. Many individual instances may be cited of pupils who have completed these grades in the time allotted, without injury to themselves, and with profit to the classes through which they have passed.

"Within the limits of a course of study requiring eight years for its completion by the average pupil, we have twenty-eight classes, varying in distance from one month or two months in the very lowest grades, to three months or five months in the highest grades. Pupils failing in promotion when examined with the highest class in a grade fall back in their course but a little time, since the class into which they drop is but a short time in the rear. With the knowledge of this fact before the examiner, he is not tempted to put forward those poorly prepared, as he might in sympathy do if the interval was a year, or even six months. The good of the individual pupil

may be best subserved by a little more thorough preparation. The discouragement is far less when the hope of another trial is not long deferred. A pupil absent for a month or two, on account of sickness, finds a class at the point reached by his class at the time of his leaving. He is not subjected to the mortification of going back several months in his work, nor under the necessity of overtaking his strength that he may make up lost studies. The steps from class to class are so easily taken that many pupils are encouraged to try for more rapid advancement than they would think of attempting, if the work of six months or a year must be anticipated. The advantages of graduation and classification are too apparent to need further discussion; and such flexibility as prevails in our system and the system of St. Louis, which is nearly allied to ours, certainly reduces to a minimum the danger of injury to individual pupils."

The St. Louis and Chicago systems of classification and promotion are alike in spirit and aim. I trust our Supervisors and Principals will give both the most careful consideration. I am not prepared to recommend the adoption of a formal subdivision of grades with quarterly promotions, after the St. Louis pattern, nor the breaking up of the grades into twenty-eight classes, in imitation of the Chicago plan; but I want to see more of the flexibility which characterizes those systems introduced into our own. Ours is by no means an example of extreme rigidity. The semi-annual promotions in the Primary Schools, and in most of the grades of the Grammar Schools,

are perhaps frequent enough for regular class promotions. And, in fact, the system of graduation and promotion in our Primary Schools is on the whole extremely good, although all the principals do not promote individual pupils so much as they should, as was remarked on page 12. But there is room for much improvement in promoting and classifying the pupils in our Grammar Schools. The interest of the pupils is unnecessarily sacrificed to the idea of uniformity and symmetry of classification. The procrustean spirit prevails too much. Classification and promotion are governed too much by the school-room limits. In not a few schools it seems to be taken for granted that certain rooms must be filled with certain grades and classes, and the arrangement is made in conformity with this notion, when the time for promotion comes round; and then it is assumed that there must not be more than one grade or class in one room. Just here we might take a profitable lesson from Chicago or St. Louis. I do not see any need of lessening the intervals between the classes; but I think the Grammar Schools might be greatly improved by the following means: 1. By the promotion of individual pupils to a greater extent than has been practised. 2. By promoting classes whenever they are ready for promotion, whether the time set for the general promotions has arrived or not; and, 3. By putting two or more classes in a room where a proper regard for classifications requires such an arrangement.

The Kindergarten. — It is well known that among

the cities in this country St. Louis has made the greatest progress in the establishment of Kindergartens in connection with the public-school system. This progress is largely due to Miss Susan E. Blow, a lady of remarkable ability and of high social position, who has for several years devoted herself to the cause without compensation. She has trained the Kindergarten teachers and superintended their work. She has been cordially and efficiently seconded in her efforts by the Superintendent. From her report to the Superintendent, dated February, 1876, it appears that there were at that time Kindergartens connected with seven of the schools. In five of those schools the Kindergartens had two sessions, or, more accurately speaking, there were two Kindergartens taught by different teachers and attended by different children; so that there were really twelve Kindergartens in operation. The whole number of children attending was 457; the average number to each Kindergarten being 38. The largest number of children belonging to any single Kindergarten was 51. Each Kindergarten is under the care of a "director," a trained teacher, who is paid by the Board a salary of \$500 a year. From two to five assistants are allowed to each director. "No compensation, as yet, has been necessary in order to secure the services of able assistants. They volunteer in large numbers to teach for one year gratuitously for the sake of the opportunity of learning how to conduct a Kindergarten." The incidentals of the pupils are paid by a fee of \$1, collected each quarter from all the pupils except the indigent. The age of

five years has been fixed as the age at which children may be admitted to the Kindergarten. The Superintendent, in his last report, says: "The primary difficulty in the way of engrafting the Kindergarten on a system of public schools is its expensiveness. This objection has to be overcome first. In St. Louis we have not met the objection in its full force, for the reason that plenty of assistants can be found [as above mentioned] to volunteer their services, without compensation, for the opportunity of learning the art. We have had only the expense of the director. . . . I have no question as to their great success, under reasonably competent and well-trained teachers, to produce the following results: (1.) Good physical development. (2.) Quickness of invention and fertility of imagination. (3.) A keen sense of symmetry and harmony. (4.) Great mechanical skill in the use of the hands. (5.) Ability to form rapid judgments in number, measure, and size, at a glance of the eye. (6.) Initiation into the conventionalities of polite society in their demeanor towards their fellows, and in matters of eating, drinking, and personal cleanliness."

In respect to the effects of the system upon the subsequent development of the children, Miss Blow states, upon the authority of the teachers of a school to which the most thoroughly trained Kindergarten children had been promoted, the following facts: —

(1.) The Kindergarten children submit more readily to school discipline than do children received directly into the primary room.

(2.) The average intelligence of the Kindergarten

pupils is greatly superior to that of children who enter school without previous training.

(3.) In addition to superior general development, the Kindergarten children show special aptitude for arithmetic, drawing, and natural science; have quick comprehension of language, and express their own ideas with accuracy and fluency.

The cost of tuition is rather more than \$13 per pupil, while the cost to the Primary Schools is \$12.50. In our own single Kindergarten the cost of tuition for the last year was \$34.48, while the cost of tuition in the Primary Schools was \$16.55. Granting that true economy is to be measured not by cost alone, but by the amount and quality of the article purchased, and granting the superiority of Kindergarten training, nevertheless, it will not be an easy task to persuade an average tax-paying community to pay for the education of children in their fourth or fifth year twice as much as it costs in their seventh or eighth year. This task must be accomplished in Boston before Kindergartens of the type of the one we have can be extensively multiplied here. Is one to be blamed for hesitating before such a task? And then it is to be borne in mind that all the children in Boston, of the age of those admitted to the St. Louis Kindergartens, are already admirably accommodated and well-trained in our Primary Schools. While in St. Louis the number of children under six years of age receiving training in the public-school system is only that part of the 457 Kindergarten children who are below the age of six years, the number of pupils in our Primary Schools

who are between five and six years of age is 3,159. These facts explain why it is that, although we have had an excellent Kindergarten since 1870, which has been admitted to be a model institution of its kind, the system has not been extended over the city. A practical mode of solving the Kindergarten question here would be to increase the number of pupils to a teacher very considerably, or require the teacher to hold two daily sessions with different pupils, instead of one session with one set of pupils, as at present, and to reduce the salary very materially. A plenty of well-educated young ladies for this service could be secured in this city for \$500, and assistants, as apprentices, at \$200.

Conclusion. — In a former report I used this language: "Among the means of educational improvement and progress nothing is so useful as the study of other schools and systems. The man who knows only one school or one system is not qualified to pronounce a sound opinion on its merits. It is only by *comparison* that we arrive at a true estimate of the character of a school system. I cannot help thinking that Boston has been rather too much inclined to be indifferent to what is doing elsewhere to promote education. In times past we have suffered from this fault. If we would unlearn old prejudices and learn new excellences we must go beyond the smoke of our own chimneys."

Thinking thus, I asked permission to visit schools in other cities. I have now submitted the result. I trust it will not be without value, and that the points

presented will be duly considered by the Board. Our system as a whole is no doubt still entitled to the rank assigned it by the foreign authority cited in my last report; but its leading position can be maintained only by the most strenuous exertions guided by the wisest counsels. If St. Louis, or Chicago, or Cincinnati, or any other city, surpasses us in any particular, it behoves us to find out and adopt the measures which have enabled them to achieve such a result. No false pride should hinder us from profiting by the experience of others.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent.

MARCH, 1877.

THIRTY-SECOND SEMI-ANNUAL REPORT.

To the School Committee of Boston:—

In conformity with the requirements of your regulations, I respectfully submit the following as my Forty-fourth Report, the Thirty-second of the semi-annual series.

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR ENDING JULY 31, 1877.

I. POPULATION.

Population of the city, State Census, 1875 . . .	341,919
Number of persons in the city between five and fifteen years of age, May 1, 1877	58,034
Decrease for the year	602

II. SCHOOLS.

Number of <i>districts</i> into which the elementary schools are grouped for supervision by principals	49
Number of <i>divisions</i> into which the districts are grouped for supervision by Committees of the Board	9
Normal School, for girls	1
Number of High Schools	8

Latin School, for boys.	
English High School, for boys.	
Girls' High School, for girls.	
Roxbury High School, for boys and girls.	
Dorchester High School, for boys and girls.	
Charlestown High School, for boys and girls.	
West Roxbury High School, for boys and girls.	
Brighton High School, for boys and girls.	
Number of Grammar Schools	49
For boys, 10 ; for girls, 11 ; for boys and girls, 28.	
Decrease for the year	1
Number of Primary Schools for boys and girls .	404
Decrease for the year	19
Number of Schools for Licensed Minors . . .	2
School for Deaf-Mutes	1
Kindergarten	1
Whole number of Day Schools	466
Decrease for the year	20
Number of Evening Schools	17
“ “ “ Drawing Schools	5
Whole number of Day and Evening Schools .	488
Decrease for the year	21

III. SCHOOL-HOUSES.

Number of school-houses for High Schools . .	8
School-rooms, 66 ; class-rooms, 34 ; halls, 9 ; seats, 2,997.	
Number of school-houses for Grammar Schools .	49
School-rooms, 550 ; halls, 36 ; seats, 28,864.	
Number of school-houses for Primary Schools be- longing to the city now occupied . . .	84
School-rooms, 412 ; seats, about 23,000.	
High School divisions in Primary School-house .	4
Grammar School divisions in Primary School- houses	25
Grammar School divisions in hired buildings .	3
Primary Schools in Grammar School-houses .	15

Primary Schools in Ward-rooms	2
Primary Schools in hired buildings	17
Number of Ward-rooms in Grammar School-houses	1
Number of Ward-rooms in Primary School-houses	8

IV. TEACHERS.

Number of teachers in High Schools	90
Male teachers, 48 ; female teachers, 42.	
Number of teachers in Grammar Schools	587
Male teachers, 93 ; female teachers, 494.	
Decrease for the year	30
Number of teachers in Primary Schools	404
Male teachers, 0 ; female teachers, 404.	
Decrease for the year	19
Number of teachers in the Schools for Licensed Minors, females	2
Number of teachers in Deaf-Mute School, females	8
Number of teachers in Kindergarten, female	2
Number of teachers in Day Schools	1,093
Male teachers, 141 ; female teachers, 952.	
Decrease for the year	55
Number of teachers in Evening Schools	150
Male teachers, 26 ; female teachers, 124.	
Increase for the year	8
Number of teachers in Evening Drawing Schools, males	13
Whole number of teachers	1,256
Male teachers, 180 ; female teachers, 1,076.	
Regular teachers, 1,205 ; special teachers, 51.	
Aggregate decrease for the year, 50.	

V. PUPILS.

Number of different pupils enrolled, —	
Males	28,585
Females	25,513
Total	54,098

Ratio of the number of different pupils enrolled to the school population of the city . . . .	.92
Average whole number of pupils belonging to day schools of all grades during the year . . .	46,839
Ratio of the number of pupils belonging to the schools to population of the city . . . .	.13+
Ratio of the number of pupils belonging to the schools to school population . . . . .	.81
Average daily attendance of pupils in all the day schools	43,466
Average daily absence of pupils in all the day schools	3,373
Average per cent. of attendance of all day schools	92.8
Average whole number of pupils belonging to the High Schools, including the Normal . . .	2,162
Boys, 1,190; girls, 972.	
Average daily attendance at High Schools . . .	2,047
Per cent. of attendance at High Schools . . .	94.7
Average number of pupils to a regular teacher in High Schools	28.2
Average whole number of pupils belonging to Grammar Schools	24,837
Boys, 13,102; girls, 11,735.	
Average daily attendance at Grammar Schools .	23,343
Per cent. of attendance at Grammar Schools .	93.9
Average number of pupils to a regular teacher in Grammar Schools	50.2
Average whole number belonging to Primary Schools	19,673
Boys, 10,589; girls, 9,084.	
Average daily attendance at Primary Schools .	17,920
Per cent. of attendance at Primary Schools .	91.1
Average number of pupils to a regular teacher in Primary Schools	48.7
Average whole number belonging to the Schools for Licensed Minors	65
Average daily attendance at Schools for Licensed Minors	57

Average whole number belonging to School for Deaf Mutes	68
Average whole number belonging to Kindergarten School	34
Average attendance at Kindergarten School	31
Average whole number belonging to Evening Schools	3,092
Average attendance at Evening Schools	1,557
Average whole number belonging to Evening Drawing Schools	635
Aggregate whole number belonging to Day and Evening Schools	50,567

VI. EXPENDITURES.

Salaries of officers of School Committee and truuant officers	\$56,807 56
Salaries of teachers, High Schools	166,277 14
Grammar Schools	638,965 20
Primary Schools	323,901 26
Licensed Minors' Schools	1,600 00
Deaf-Mute School	7,275 00
Evening Schools	37,279 50
Kindergarten School	898 57
Special instructors	35,600 00
Whole amount of salaries of teachers	1,211,796 67
Incidental expenses	411,149 96
By Com. on Public Buildings	\$154,554 46
By School Committee	256,595 50
Whole amount of incidental expenses, including salaries of officers	467,957 52
<i>Whole amount of current expenses for all the day and evening schools and salaries of officers</i>	<i>1,679,754 19</i>
Expenditures for school-houses and lots	136,861 30
TOTAL EXPENDITURES FOR ALL SCHOOL PURPOSES	1,816,615 4

Cost per scholar based upon the average whole number belonging—

For tuition,

All day schools \$25 08

For incidentals,	
All day schools	\$9 99
For both tuition and incidentals,	
All day schools	35 07
Average cost per scholar for evening schools .	22 45
Average cost per scholar for evening drawing schools	38 07
Average cost per scholar for all schools, day and evening	33 21
Whole amount appropriated by the City Council for salaries, and ordinary or current expenses of schools for the financial year <i>beginning</i> May 1, 1877	1,544,520 00

Distribution of the appropriation : —

Salaries of officers	\$51,000 00
Salaries of teachers	1,115,520 00
Incidentals, — Committee on Public Buildings	133,000 00
Incidentals, — School Committee	245,000 00
Total amount of appropriations voted by the City Council for 1877-78	10,267,258 00
Amount assessed for State, County and City taxes for the financial year 1877-78	8,754,214 00
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the total amount of appropriations of the city for the year 1877-78 . . . . .	.14+
Ratio of the amount appropriated for the <i>current</i> expenses of the Public Schools, to the whole amount to be raised by taxation for the year 1877-78 . . . . .	.17+
Valuation of the city, May, 1877	686,802,100 00
Per cent. of valuation of 1877, appropriated for Public Schools . . . . .	.002-24

The two capital items of the foregoing summary are those which exhibit the attendance and the amount

of the expenditures. Both are quite satisfactory. In the first place we find that the increase in the average whole number belonging to all the schools, was 1,144; day schools, 741, and evening schools, 403. The average per cent. of attendance was the same as that of the year preceding, namely, 92.8; that of the High Schools being 94.8, that of the Grammar Schools being 93.9, and that of the Primary 91.0. This is an extremely good showing. This percentage of attendance is so high that I am inclined to think it is not desirable to try to raise it much higher. Probably it could be pushed up to 94, or even 95, but the cost of doing it would probably outweigh the advantage gained.

Then, in the second place, we find that, notwithstanding the very considerable increase in the number of pupils instructed, the total amount of expenditure for school purposes has been reduced to the extent of \$198,765.35; the reduction in the ordinary expenses of the schools being \$57,880.08, and the reduction in expenditure for permanent improvements in school accommodations being \$140,885.27. I should not mention this matter of decrease in the outlay for education, if it had been secured by sacrificing, in any perceptible degree, the efficiency of the schools. To appreciate fully the saving that has been made in the current expenses, the cost of the instruction of the increase of pupils during the year should be taken into account, namely, \$37,992.24; this added to the sum given above, \$57,880.08, makes \$95,872.34. Certainly with this record the Board cannot be justly charged with disregarding the demands of the times for economy in all branches of the public service.

SUMMARY OF ATTENDANCE FOR THE HALF-YEAR
ENDING JULY 31, 1877.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Normal	1	3	77	74	3	90.6	72
High	8	87	1,993	1,886	107	94.6	1,935
Grammar	49	587	25,420	23,839	1,581	93.8	24,061
Primary	404	404	19,435	17,718	1,717	91.2	20,261
Totals	462	1,081	46,925	43,517	3,408	92.7	46,329

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
Licensed Minors	2	2	65	57	8	87.7	. . .
Deaf-Mute School	1	8	68	. . .	. . .	. . .	68
Kindergarten	1	2	34	31	3	91.2	34
Evening High	1	11	950	352	598	37.1	. . .
Evening	16	139	2,142	1,205	937	56.3	. . .
Evening Drawing	5	13	635	279	356	43.9	. . .
Totals	26	175	3,894	1,924	1,902	50.3	102

It appears that the average number of pupils belonging to the General Schools was 46,925, and the number belonging to the Special Schools, 3,894, the aggregate being 50,819.

THE NUMBER OF PUPILS TO A TEACHER.

The following table shows the average number of pupils to a teacher during the last half-year in the several grades of schools as compared with the number during the corresponding six months of the preceding year:—

SCHOOLS.	PUPILS TO A TEACHER.		SCHOOLS.	PUPILS TO A TEACHER.	
	1876.	1877.		1876.	1877.
Primary	45.4	48.1	Elementary Evening * .	11.0	9.8
Grammar *	46.8	50.7	Evening Drawing . . .	25.7	23.0
High	25.7	27.3	Deaf-Mute	8.1	8.5
Normal	23.0	25.7	Licensed Minors	33.5	32.5
Evening High *	33.0	35.7	Kindergarten	2.5	17.0

According to the provisions of the new regulations, the maximum number of pupils to a teacher in the several grades and descriptions of schools (excepting the Deaf-Mute and Licensed Minors' Schools, and the Kindergarten, in which the number is not fixed) is as follows:—

Primary	56
Grammar (principal not counted)	56
High, mixed (principal not counted)	30
High, unmixed (principal not counted)	35
Normal (principal not counted)	30
Evening (principal not counted)	15
Evening Drawing	30

* Principal not counted.

It appears that the effect of raising the maximum in the Primary Schools, at the beginning of last year, from *forty-nine* to fifty-six, was to raise the actual average number to a teacher from 46.8 to 48.1, an increase of 2.7. This showing would seem to indicate that the new rule has not been enforced with any unnecessary rigor. There are only two districts, namely, the Mather and Prescott, where the prescribed maximum has been reached.

The following table shows the average number of pupils to a teacher in the Primary Schools during the past twelve years:—

YEARS.	No. of Pupils.	YEARS.	No. of Pupils.
1866.....	49.0	1872.....	43.9
1867.....	47.8	1873.....	43.5
1868.....	47.4	1874.....	44.3
1869.....	46.8	1875.....	43.9
1870.....	45.9	1876.....	45.4
1871.....	45.8	1877.....	48.7

During the ten years preceding 1866 the average number of pupils to a teacher was 54.7.

Although there has been no change in the regulation respecting the number of pupils to a teacher in the Grammar Schools, there has been, during the past year, an actual increase of *four* pupils in the average whole number belonging to each teacher. This increase represents an annual saving in the

cost of tuition of between *thirty and forty thousand dollars.*

It will be observed that in all the special schools, with the exception of the Evening High, the number of pupils to a teacher has decreased. In the Elementary Evening Schools the number falls *thirty-three* per cent. below the standard prescribed in the Regulations. The consequence is that the rate of tuition reaches a high figure. The cost per pupil for instruction in the Evening Schools is \$22.45, which is about three times as high as the average cost per pupil for instruction in the Day Schools for the same number of hours of tuition. A rigid enforcement of the rule, which provides that "the number of teachers shall not exceed one for every fifteen scholars," would very materially reduce the rate of tuition in the Evening Schools.

NORMAL SCHOOL.

The number of regular teachers in this school the last half-year was three, and the average number of pupils was seventy-seven. Sixty-five received diplomas of graduation at the close of the school year.

Since the reorganization of this institution as a separate school in 1872, the following classes have been graduated:—

[illegible]

The following table shows the number and average age of pupils who entered the Boston Normal School, from each High School, and from other sources, in the fall of 1877:—

SCHOOLS.	NO. ENTERED.	AVERAGE AGE.	
		<i>Yrs.</i>	<i>Mos.</i>
Girls' High School.....	63	19	6
Roxbury "	9	18	7
Dorchester "	5	18	8
Charlestown "	10	19	1
West Roxbury High School.....	1	18	9
Brighton "	2	18	0
Other sources.....	5	19	6
Totals.....	95	19	3

Of those who joined the school, there were, —

Between sixteen and seventeen . . .	1
Between seventeen and eighteen . . .	10
Between eighteen and nineteen . . .	35
Between nineteen and twenty . . .	23
Between twenty and twenty-one . . .	15
Over twenty-one	11
Total	95

The following table shows the number admitted each year to the Normal School from 1872 to 1877:—

Year.	No. Admitted.	Year.	No. Admitted.
1872	44	1875	76
1873	71	1876	87
1874	69	1877	95

During the past year this excellent school has, for the first time in its history, enjoyed the advantages of a school of practice, comprising all the classes of the Primary and Grammar School grades. The facilities thus afforded for the practical training of the pupils in methods of teaching and management have been judiciously utilized. The beneficial effects of this new instrumentality will no doubt be felt in our Primary and Grammar Schools wherever the Normal graduates of the present year find an opportunity to test their teaching and governing capacity. I would suggest that each year a certain limited number of the graduates of the higher rank in respect to scholarship and ability be appointed supernumerary teachers, to act as substitutes whenever called upon to do so. The graduates having this appointment might be required to be in attendance at the Normal School when not engaged as substitutes. This plan would enable principals to obtain competent substitutes at any time, without delay, by sending to the Head Master of the Normal School, and at the same time indicating the grade and class for which substitutes are required.

In my report of last year I referred to the plan of providing, in connection with this school, special courses of instruction and training in methods of teaching particular branches, for teachers of different grades, who are already in the service. This plan has been in successful operation during the past year. Courses in music, drawing, penmanship, and in teaching reading, have been given, which have been numerously attended. As the teachers are hereafter to have one whole day each week free from teaching, instead of

two half days, they will be able with less inconvenience than heretofore to attend such courses; and I trust that during the current year courses in additional branches will be provided.

The following is a statement in detail of the courses and lectures which have been given at the Normal School to Normal pupils and teachers, in addition to the ordinary instruction in the school:—

Prof. Walter Smith, Director of Drawing, gave special instruction to the Normal pupils, and also to classes of teachers, in the various subjects in which teachers are required to pass an examination to entitle them to the drawing diploma. The attendance of teachers at these lectures was quite large, probably averaging 100.

Miss Hintz, first assistant in the Dudley School for boys, gave a special course of lessons in drawing with crayon, on the blackboard, to the Normal pupils.

Three courses in music, of ten lessons each, were given in the Normal School, designed to afford Normal instruction both to the Normal pupils and to teachers in the service, at the same time. It was impossible, however, to give the lessons at an hour that would well accommodate both the Normal pupils and also the teachers; and consequently the attendance of the teachers was not so large as it otherwise would have been. The following table shows the names of the special instructors who gave these lessons in music, the subject taught by each, and the average attendance of teachers:—

NAMES.	SUBJECTS.	ATTENDANCE
L. W. MASON,	Methods in Primary Schools,	30
H. E. HOLT,	Methods in Lower Grades of Gr. Schools,	55
J. B. SHARLAND,	Methods in Upper Grades of “	41

Mr. James W. Webster, master of the Hancock School, gave a course in penmanship, of ten lessons, which was attended by the pupils of the Normal School and twenty teachers in the service. He also gave a course of six lessons to teachers exclusively, that were attended by an average of 167.

The special instruction in the Phonic method of teaching reading in the Primary Schools, given by Dr. Leigh, both to the Normal pupils and to the teachers in the service, was fully described in my report for last March.

Prof. M. T. Brown gave a lecture on Expression in Reading, which was attended by about 200 teachers.

Rev. A. D. Mayo, D. D., of Springfield, gave a lecture to the Normal pupils on Teaching History.

All these special courses were given under the general direction of the head-master, he always being present, and many times assisting in the instruction, especially in the course in drawing.

All these lectures and lessons were of a high order of merit, and they were all given gratuitously, with the exception of the course by Dr. Leigh.

I would respectfully recommend that a series of similar courses be provided for the current year, with additional courses on teaching other branches, and that teachers who are beginners be required to attend

them a certain number of hours weekly, for a year or two. Normal graduates would no doubt be greatly benefited by such instruction after they begin to teach.

The Course of Study.—The course of study in this school is arranged for one year as follows:—

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.
4. Physics and Natural History, with reference to Object Teaching.
5. Language; its history, acquisition, and analysis.
6. Grammar-School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and Practice in the Primary and Grammar Departments of the Training School.

HIGH SCHOOLS.

The attendance at these schools, during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 1,993 -- boys, 1,141; girls, 852 — against 2,037, the decrease being 44; the daily average attendance, 1,886 against 1,906, and the per cent. of attendance being 94.7 against 93.6. The whole number of regular teachers in this grade, at the end of the last school year, was 73 against 81. The average number of pupils to a teacher was 27.3 against 25.1.

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the High Schools, during the half-year ending July 31, 1877:—

SCHOOLS.	No. of Reg. Teachers.	Average No. of pupils.	Av'ge No. of pupils to a Regular Teacher.
Latin.....	13	379	29.2
English High.....	16	473	29.5
Girls' High	16	510	31.9
Roxbury High.....	8	174	21.7
Dorchester High.....	5	128	25.6
Charlestown High.....	8	192	24.0
West Roxbury High.....	4	85	21.3
Brighton High	3	52	17.3
Totals.....	73	1,993	27.3

The following table shows the classification of the High Schools July 31, 1877:—

SCHOOLS.	Advanced.	CLASSES, or years in the course, the first being highest.								Total.
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	
Latin	30	30	34	30	35	95	68	35	357	
English High	5	98	135	198	...	...	...	...	436
Girls' High	39	89	119	216	...	...	...	...	463
Roxbury High	19	51	46	50	...	...	...	...	166
Dorchester High	25	24	35	41	...	...	...	...	125
Charlestown High	32	38	59	54	...	...	...	...	183
West Roxbury High	18	10	23	32	...	...	...	...	83
Brighton High	5	14	11	20	...	...	...	...	50
Totals	88	419	427	632	136	35	95	68	35	1,935
Percentage04	.22	.22	.33	.07	.02	.05	.03	.02	1.00

LATIN SCHOOL.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and from other sources, at the beginning of the school year, September, 1877 : —

SCHOOLS.	No. Admitted.	AVERAGE AGE.		SCHOOLS.	No. Admitted.	AVERAGE AGE.	
		Years.	Mos.			Years.	Mos.
Adams .....	....	.....	.....	Harvard	4	14	3
Allstop .....	....	.....	.....	Lawrence	1	11	5
Andrew	1	15	11	Lewis	1	12	2
Bennett .....	....	.....	.....	Lincoln	4	14	5
Bigelow	3	13	8	Lowell .....	....	.....	.....
Brimmer	8	13	1	Lyman.....	3	14	4
Bunker Hill.....	1	11	7	Mather .....	....	.....	.....
Central.....	1	12	7	Minot.....	....	.....	.....
Chapman	1	15	10	Mt. Vernon ...	....	.....	.....
Charles Sumner..	1	15	8	Phillips	7	14	9
Comins .....	....	.....	.....	Prescott .....	....	.....	.....
Dearborn.....	1	12	9	Quincy	1	14	3
Dudley (<i>Boys</i>)...	4	15	.....	Rice	15	13	11
Dwight.....	8	13	8	Sherwin	1	11	9
Eliot .....	....	.....	.....	Stoughton	1	15	1
Emerson	3	13	9	Tileston .....	....	.....	.....
Everett, Dor....	1	17	.....	Warren.....	....	.....	.....
Frothingham	2	14	3	Other sources..	43	15	.....
Gibson	1	15	.....			
Harris.....	....	.....	.....	Totals	117	14	6

Of those who were admitted, there were, —

Between nine and ten.....	..	Between fifteen and sixteen	22
Between ten and eleven.....	5	Between sixteen and seventeen	21
Between eleven and twelve.....	9	Over seventeen.....	14
Between twelve and thirteen	16		
Between thirteen and fourteen	17	Total	117
Between fourteen and fifteen	13		

ENGLISH HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the English High School, from Grammar Schools and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	No. Admitted.	AVERAGE AGE.		SCHOOLS.	No. Admitted.	AVERAGE AGE.	
		Years.	Months.			Years.	Months.
Adams	7	15	5	Harvard	2	14	9
Allston .....	..	..	..	Lawrence	16	14	6
Andrew	2	15	5	Lewis	7	16	2
Bennett .....	..	..	..	Lincoln	16	14	10
Bigelow	22	14	10	Lowell .....	..	..	..
Brimmer	17	15	1	Lyman	4	15	8
Bunker Hill....	..	..	..	Mather .....	..	..	..
Central.....	1	14	8	Minot .....	..	..	..
Chapman	6	15	11	Mt. Vernon ...	..	..	..
Charles Sumner	4	14	9	Phillips	14	15	5
Comins	1	16	5	Prescott .....	..	..	..
Dearborn.....	..	..	..	Quincy	10	14	2
Dudley (<i>Boys</i>)..	1	14	8	Rice.....	24	15	6
Dwight	25	15	4	Sherwin	1	15	6
Eliot	14	15	6	Stoughton ....	..	..	..
Emerson	5	14	10	Tileston .....	..	..	..
Everett, Dor. ...	..	..	..	Warren.....	1	15	3
Frothingham... ..	..	..	..	Other sources..	23	15	9
Gibson	1	15	2				
Harris.....	..	..	..	Totals.....	224	15	2

Of those who were admitted, there were,—

Under twelve years.....	..	Between sixteen and seventeen	35
Between twelve and thirteen years	5	Between seventeen and eighteen	9
Between thirteen and fourteen.....	18	Over eighteen	2
Between fourteen and fifteen.....	73		
Between fifteen and sixteen.....	82	Total	224

GIRLS' HIGH SCHOOL.

The following table shows the number and average age of pupils admitted to the Girls' High School, from each Grammar School, and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	No. Admitted.	AVERAGE AGE.		SCHOOLS.	No. Admitted.	AVERAGE AGE.	
		Years.	Months.			Years.	Months.
Adams	4	15	5	Harris	1	14	10
Allston	5	15	10	Harvard .....	..	..	..
Andrew .....	..	..	..	Hillside	3	15	..
Bennett	2	15	2	Lewis	13	16	3
Bowditch	8	15	2	Lowell.....	2	15	11
Bowdoin.....	16	16	9	Lyman	1	16	9
Brimmer .....	..	..	..	Mather	1	16	6
Bunker Hill....	..	..	..	Minot .....	..	..	..
Chapman	11	16	3	Mt. Vernon ...	1	15	..
Charles Sumner	1	15	10	Norcross.....	16	14	11
Comins	5	15	6	Prescott .....	..	..	..
Dearborn	13	15	11	Sherwin	1	15	4
Dudley (<i>Girls</i>)	7	16	2	Shurtleff.....	15	15	9
Emerson	1	15	..	Stoughton ....	..	..	..
Everett.....	32	15	11	Tileston	1	14	2
Everett, Dor...	4	16	5	Warren.....	1	14	11
Franklin	18	16	5	Wells	14	15	11
Frothingham...	..	..	..	Winthrop	16	16	6
Gaston	6	15	9	Other sources .	34	16	8
Gibson	1	14	5				
Hancock	15	15	6	Totals.....	269	15	11

Of those who joined, there were, —

Between thirteen and fourteen	Between seventeen and eighteen.....	32
Between fourteen and fifteen	Between eighteen and nineteen .	9
Between fifteen and sixteen	Over nineteen.....	2
Between sixteen and seventeen	Total	269

ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Roxbury High School, from Grammar Schools, and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	NO. ADMITTED.		AVERAGE AGE.			
	Boys.	Girls.	Boys.		Girls.	
			Years.	Months.	Years.	Months.
Comins	2	3	16	5	15	3
Dearborn	9	1	15	2	17	1
Dudley (<i>Boys</i>)	8	..	15	4	..	..
Dudley (<i>Girls</i>).....	..	8	..	..	15	8
Dwight	7	..	15	7	..	..
Everett, Dorchester.....	1	..	15	2	..	..
Lewis	2	..	15	10	..	..
Lowell	7	3	15	2	16	9
Roxbury Latin	2	..	15	1	..	..
Sherwin	4	3	16	3	15	2
Others sources	1	..	16	2	..	..
Totals	43	18	15	6	15	9

Of those who entered, there were, —

Under thirteen years . . .	2
Between thirteen and fourteen . .	5
Between fourteen and fifteen . .	9
Between fifteen and sixteen . .	21
Between sixteen and seventeen . .	19
Between seventeen and eighteen . .	4
Between eighteen and nineteen . .	1
Over nineteen . . .	..
Total . . .	61

DORCHESTER HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools, and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	NO. ADMITTED.		AVERAGE AGE.			
	Boys.	Girls.	Boys.		Girls.	
			Years.	Months.	Years.	Months.
Everett	2	. . .	15	3	. . .	. . .
Gibson	2	. . .	15	7	. . .	. . .
Harris	6	6	14	10	15	4
Mather	3	6	14	8	15	7
Minot	1	3	14	8	15	11
Stoughton	0	4	. . .	. . .	15	10
Tileston	2	3	14	9	14	7
Other sources	1	1	17	. . .	17	6
Totals	17	23	15	3	15	5

Of those who entered, there were, —

Under thirteen years . . . . .	. . . . .
Between thirteen and fourteen . . . . .	. . . . . 2
Between fourteen and fifteen . . . . .	. . . . . 14
Between fifteen and sixteen . . . . .	. . . . . 14
Between sixteen and seventeen . . . . .	. . . . . 7
Between seventeen and eighteen . . . . .	. . . . . 3
Between eighteen and nineteen . . . . .	. . . . . ..
Over nineteen . . . . .	. . . . . ..
Total . . . . .	. . . . . 40

CHARLESTOWN HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Charlestown High School, from Grammar Schools, and from other sources, at the beginning of the school year, September, 1877: —

SCHOOLS.	NO. ADMITTED.		AVERAGE AGE.			
	Boys.	Girls.	Boys.		Girls.	
			Years.	Months.	Years.	Months.
Bunker Hill.....	6	8	14	11	15	6
Frothingham	2	8	15	2	15	..
Harvard.....	2	6	15	4	14	8
Prescott	6	2	14	11	15	7
Warren.	6	11	14	6	15	5
Other sources.....	2	3	15	1	16	4
Totals.....	24	38	14	11	15	2

Of those who entered, there were, —

Under thirteen years . . . . .	..
Between thirteen and fourteen	9
Between fourteen and fifteen	19
Between fifteen and sixteen	23
Between sixteen and seventeen	8
Between seventeen and eighteen	3
Between eighteen and nineteen . . . . .	..
Over nineteen . . . . .	..
Total	62

WEST ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the West Roxbury High School from Grammar Schools, and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	NO. ADMITTED.		AVERAGE AGE.			
	Boys.	Girls.	Boys.		Girls.	
			Years.	Months.	Years.	Months.
Central	7	..	15	1	..	..
Hillside .....	..	8	..	..	15	10
Charles Sumner	2	2	15	7	14	7
Mt. Vernon .....	..	4	..	..	14	8
Lowell	1	2	13	1	16	6
Other sources	1	*4	15	..	17	8
Totals	11	20	15	..	15	11

Of those who entered, there were,—

Under thirteen years	.	.	..
Between thirteen and fourteen	.	.	5
Between fourteen and fifteen	.	.	5
Between fifteen and sixteen	.	.	10
Between sixteen and seventeen	.	.	4
Between seventeen and eighteen	.	.	6
Between eighteen and nineteen	.	.	1
Over nineteen	.	.	..
Total	.	.	31

* Entering advanced classes.

BRIGHTON HIGH SCHOOL.

The following table shows the number and average age of pupils who entered the Brighton High School, from the Grammar Schools, and from other sources, at the beginning of the school year, September, 1877:—

SCHOOLS.	No. ADMITTED.		AVERAGE AGE.			
	Boys.	Girls.	Boys.		Girls.	
			Years.	Months.	Years.	Months.
Bennett, Grammar.....	8	3	16	2	15	6
Allston, "	3	8	15	3	16	2
Other sources.....	..	..	..	..	..	..
Totals.....	11	11	15	5	15	5

Of those who entered, there were, —

Under thirteen years . . . . .	..
Between thirteen and fourteen	1
Between fourteen and fifteen	4
Between fifteen and sixteen	3
Between sixteen and seventeen	9
Between seventeen and eighteen	4
Between eighteen and nineteen	1
Over nineteen . . . . .	..
Total	22

The following table shows the number of scholars who received the diplomas of graduation, at the close of the school year, in each of the High Schools: —

SCHOOLS.	Boys.	Girls.	Total.
Latin.....	28	....	28
English High	84	....	84
Girls' High { Regular Course .....	....	82	82
{ Regular and Extra.....	....	40	40
Roxbury High.....	26	15	41
Dorchester High.....	16	16	32
Charlestown High.....	10	38	48
West Roxbury High.....	1	17	18
Brighton High.....	4	1	5
Totals.....	169	168	337

GRAMMAR SCHOOLS.

The attendance at these schools during the last half year, as compared with that of the corresponding six months of the preceding year, was as follows: —

The average whole number of pupils belonging was 25,420, — boys, 13,422, and girls 11,998, — against 24,788, the increase being 632; the daily average attendance, 23,839 against 23,178; and the per cent. of attendance, 93.8 against 93.9. The whole number of regular teachers in this department at the end of the last school year was 550: males 84; females, 466. In addition to these there were 27 teachers of sewing; and there were 7 teachers of drawing, and 7 teachers of music, who divide their time between the different grades of schools.

The average number of pupils to a teacher (not counting the principal), in each Grammar School, for the half-year ending July 31, 1877:—

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	11	531	53.1	Hancock....	12	560	50.9
Allston.....	8	321	45.9	Harris.....	5	222	55.5
Andrew.....	11	448	44.8	Harvard ...	12	559	50.9
Bennett	7	278	46.3	Hillside	6	276	55.2
Bigelow.....	16	775	51.7	Lawrence ..	19	939	52.2
Bowditch....	9	344	43.0	Lewis.....	13	587	48.3
Bowdoin.....	10	458	50.9	Lincoln	13	595	49.6
Brimmer...	16	737	49.1	Lowell.....	9	488	1.0
Bunker Hill.	13	596	49.7	Lyman	12	576	52.4
Central.....	7	317	52.8	Mather	7	331	55.2
Chapman....	12	542	49.3	Minot.....	6	232	46.4
Chas. Sumner	4	161	53.7	Mt. Vernon.	4	128	42.7
Comins.....	18	764	44.9	Norcross....	14	674	51.8
Dearborn....	18	881	51.8	Phillips	15	756	54.0
Dudley (<i>Boys</i>)	10	441	49.0	Prescott....	10	458	50.9
Dudley (<i>Girls</i>)	7	308	51.3	Quincy.....	13	648	54.0
Dwight.....	12	579	52.6	Rice	13	641	53.4
Elliot.....	17	853	53.3	Sherwin....	18	850	50.0
Emerson....	14	651	50.1	Shurtleff...	15	693	49.5
Everett.....	14	685	52.7	Stoughton..	6	210	42.0
Everett, Dor.	8	360	51.4	Tileston....	2	73	73.0
Franklin....	15	738	52.7	Warren	13	597	49.8
Frothingham	12	545	49.5	Wells.....	10	430	47.8
Gaston.....	9	430	53.7	Winthrop...	19	908	50.4
Gibson.....	6	248	49.6	Totals.....	550	25,420	50.7

The following tables show the classification of the Grammar Schools in respect to grade and age, July 31, 1877, as compared with that of July 31, 1874:—

CLASSES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	1,532	.07	1,454	.06
Second Class.....	2,365	.10	2,262	.10
Third Class.....	3,084	.14	3,319	.13
Fourth Class.....	3,941	.18	4,453	.19
Fifth Class.....	5,077	.23	5,542	.23
Sixth Class.....	6,181	.28	7,031	.29

AGES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
Under eight years.....	135	.006	79	.003
Eight years.....	1,093	.05	978	.04
Nine years.....	2,627	.11	2,769	.12
Ten years.....	3,314	.15	3,900	.16
Eleven years.....	3,718	.17	4,003	.17
Twelve years.....	3,705	.17	3,903	.16
Thirteen years.....	3,289	.15	3,293	.14
Fourteen years.....	2,380	.11	2,673	.11
Fifteen years and over.....	1,919	.08	2,463	.10

The following table shows the percentage of the pupils in the sixth class of the Grammar Schools:—

SCHOOLS.	Whole No.	Per cent. in Sixth Class.	SCHOOLS.	Whole No.	Per cent. in Sixth Class.
Adams.....	491	23.2	Hancock.....	532	39.6
Allston	312	29.8	Harris	232	22.4
Andrew.....	445	45.2	Harvard.....	544	39.7
Bennett.....	266	39.9	Hillside	267	30.7
Bigelow	770	20.3	Lawrence	882	24.8
Bowditch	316	25.9	Lewis.....	555	16.0
Bowdoin.....	451	25.8	Lincoln	564	29.4
Brimmer.....	805	29.8	Lowell.....	481	26.6
Bunker Hill.....	582	33.3	Lyman.....	533	28.3
Central	304	25.9	Mather	328	30.8
Chapman	557	27.8	Minot.....	244	31.9
Charles Sumner.....	380	24.5	Mt. Vernon	130	28.5
Comins	720	36.1	Norcross.....	607	34.1
Dearborn	847	30.8	Phillips	687	24.2
Dudley (<i>Boys</i>).....	409	35.2	Prescott	487	25.3
Dudley (<i>Girls</i>).....	281	33.9	Quincy.....	604	28.1
Dwight	491	23.2	Rice	573	28.9
Eliot	799	26.4	Sherwin	752	40.7
Emerson.....	599	41.8	Shurtleff.....	677	30.6
Everett	520	15.9	Stoughton.....	209	33.0
Everett, Dor.....	637	33.8	Tileston.....	71	14.1
Franklin	603	24.5	Warren	586	26.1
Frothingham	511	28.9	Wells.....	407	24.4
Gaston	433	24.7	Winthrop	819	25.6
Gibson.....	257	36.9			

The following table shows the number of scholars who received the *diploma of graduation*, at the close of the schools for the year, in July, 1877, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	17	6	23	Hancock .....	..	22	17
Allston	11	15	26	Harris	9	10	19
Andrew	6	..	6	Harvard	8	9	17
Bennet	8	5	13	Hillside .....	..	16	16
Bigelow	33	..	33	Lawrence	36	..	36
Bowditch .....	..	15	15	Lewis	17	19	36
Bowdoin .....	..	41	41	Lincoln	32	..	32
Brimmer	35	..	35	Lowell	11	8	19
Bunker Hill ...	12	15	27	Lyman	9	7	16
Central	10	..	10	Mather	4	14	18
Chapman	15	20	35	Minot	1	6	7
Charles Sumner	5	3	8	Mt. Vernon ...	3	3	6
Comins	13	13	26	Norcross .....	..	33	33
Dearborn	17	19	36	Phillips	24	..	24
Dudley (<i>Boys</i>)	11	..	11	Prescott	5	6	11
Dudley (<i>Girls</i>)	..	17	17	Quincy	24	..	24
Dwight	46	..	46	Rice	37	..	37
Eliot	35	..	35	Sherwin	12	16	28
Emerson	10	13	23	Shurtleff .....	..	40	40
Everett .....	..	43	43	Stoughton	8	3	11
Everett, Dor ..	3	7	10	Tileston	4	6	10
Franklin .....	..	41	41	Warren	11	16	27
Frothingham ..	11	10	21	Wells .....	..	16	16
Gaston .....	..	35	35	Winthrop .....	..	34	34
Gibson	3	3	6	Totals	556	605	1,161

PRIMARY SCHOOLS.

The attendance at these schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 19,435, — boys, 10,484, and girls, 8,951, — against 19,221, the increase being 214; the daily average attendance 17.718 against 17.495 and the per cent. of attendance being 91.2, against 91.0. The whole number of regular teachers in this grade at the end of the last school year was 404 against 423. The average number of pupils to a teacher was 48.1 against 45.4; the average number of pupils to a Primary School promoted to the Grammar Schools was 6.9 against 6.8.

It appears that, although the increase in the number of pupils was 214, or enough to fill four school-rooms, there was a decrease of 19 in the number of teachers. So that the net result of the first year's operation of the restoration of the old rule fixing the maximum at 56 pupils to a teacher, is a reduction of 23 in the number of teachers.

The average number of pupils to a teacher promoted from the Primary to the Grammar Schools in July was 6.9 against 6.8 in the preceding July. This is a good showing, but it is not up to the standard to be aimed at, which is *one-sixth of the whole number belonging*.

The following table shows the number of Primary pupils in each district, and the average number of pupils to a school or teacher, during the half-year ending July 31, 1877:—

DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Av. whole No. of Pupils.	No. of Pupils to a School.
Adams	7	363	51.8	Harris . . .	3	120	40.0
Allston	5	220	44.0	Harvard ...	13	618	47.5
Andrew	7	375	53.6	Hillside	4	182	45.5
Bennett	5	195	39.0	Lawrence ..	21	1078	51.3
Bigelow	13	583	44.9	Lewis	11	516	46.9
Bowditch ...	10	469	46.9	Lincoln	7	320	45.7
Bowdoin ...	12	556	46.3	Lowell	8	423	52.9
Brimmer ...	10	448	44.8	Lyman	8	390	48.8
Bunker Hill.	11	500	45.5	Mather	4	231	56.3
Central	4	169	42.3	Minot	4	137	34.3
Chapman ...	10	501	50.1	Mt. Vernon	3	100	33.3
Ch's. Sumner	5	230	46.0	Norcross ...	7	350	50.0
Comins	16	835	52.2	Phillips	7	262	37.4
Dearborn ..	17	873	51.4	Prescott ...	5	282	56.4
Dudley (<i>Boys</i>)	8	376	47.0	Quincy	7	364	52.0
Dwight	6	262	43.7	Rice	7	343	49.0
Eliot	14	649	46.4	Sherwin ...	15	732	48.8
Emerson ...	9	454	50.4	Shurtleff ...	6	322	53.7
Everett	11	558	50.7	Stoughton ..	3	113	37.7
Everett, Dor.	6	274	45.7	Tileston	1	38	38.0
Franklin ...	12	622	51.6	Warren	7	377	53.9
Frothingham	8	406	50.7	Wells	12	600	50.0
Gaston	9	380	42.2	Winthrop ..	6	286	47.7
Gibson	4	171	42.8				
Hancock	16	782	48.8	Totals	404	19,435	48.1

The following tables show the classification of the Primary Schools in respect to grade and age, January 31, 1877, as compared with that of January 31, 1874: —

CLASSES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
First Class (highest).....	2,985	.16	3,154	.16
Second Class.....	2,942	.15	2,917	.14
Third Class	2,949	.15	3,072	.15
Fourth Class	2,763	.15	2,945	.14
Fifth Class	3,293	.17	3,369	.17
Sixth Class.....	4,176	.22	4,804	.24

AGES.	1874.		1877.	
	Number.	Per cent.	Number.	Per cent.
Five years of age	2,074	.16	3,266	.16
Six years of age	4,342	.23	4,268	.21
Seven years of age.....	4,636	.24	4,838	.24
Eight years of age	3,708	.19	4,067	.20
Nine years of age and over....	3,448	.18	3,822	.19

The following table shows the whole number of Primary pupils in each District, July 31, 1877, and the percentage of these pupils belonging at that time to the first and to the fifth class.

DISTRICTS.	Whole No. July 31, 1877.	Per cent. in First Class.	Per cent. in Sixth Class.	DISTRICTS.	Whole No. July 31, 1877.	Per cent. in First Class.	Per cent. in Sixth Class.
Adams	375	15.	31.	Harris	151	17.	27.
Allston	248	15.	30.	Harvard	664	17.	24.
Andrew	414	13.	23.	Hillside	196	20.	26.
Bennett	213	17.	29.	Lawrence	1,073	15.	27.
Belgelo	597	18.	16.	Lewis	549	15.	26.
Bowditch	531	19.	25.	Lincoln	342	16.	21.
Bowdoin	594	15.	22.	Lowell	476	12.	27.
Brimmer	448	15.	33.	Lyman	412	27.	23.
Bunker Hill	565	13.	21.	Mather	233	7.	35.
Central	183	20.	16.	Minot	161	16.	25.
Chapman	499	14.	20.	Mount Vernon	108	28.	13.
Charles Sumner	248	16.	18.	Norcross	366	15.	29.
Comins	832	13.	28.	Phillips	280	23.	12.
Dearborn	898	16.	24.	Prescott	325	10.	32.
Dudley (<i>Boys</i>)	367	12.	24.	Quincy	362	12.	30.
Dwight	295	15.	20.	Rice	263	19.	11.
Eliot	645	15.	20.	Sherwin	732	12.	27.
Emerson	461	17.	24.	Shurtleff	324	17.	18.
Everett	627	13.	21.	Stoughton	133	15.	17.
Everett, Dor.	274	13.	34.	Tileston	45	31.	24.
Franklin	618	17.	22.	Warren	392	22.	20.
Frothingham	454	17.	21.	Wells	569	14.	26.
Gaston	397	19.	16.	Winthrop	293	17.	16.
Gibson	201	16.	32.				
Hancock	798	13.	22.	Totals	20,261	16. av.	24. av.

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools [July, 1877], and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams	7	56	8.0	Harris	3	26	8.6
Allston	5	38	7.6	Harvard	13	72	5.5
Andrew	7	56	8.0	Hillside.....	4	30	7.5
Bennett	5	30	6.0	Lawrence	21	147	7.0
Bigelow.....	13	105	8.0	Lewis	11	92	8.4
Bowditch	10	95	9.5	Lincoln.....	7	55	7.9
Bowdoin	12	62	5.2	Lowell	8	56	7.0
Brimmer.....	10	81	8.1	Lyman	8	53	6.6
Bunker Hill...	11	71	6.4	Mather	4	17	4.3
Central	4	34	8.5	Minot	4	13	3.3
Chapman.....	10	72	7.2	Mt. Vernon..	3	30	10.0
Charles Sumner	5	63	12.6	Norcross.....	7	55	7.9
Comins	16	95	5.9	Phillips	7	56	8.0
Dearborn	17	121	7.1	Prescott	5	31	6.2
Dudley (<i>Boys</i>)	8	46	5.7	Quincy	7	43	6.1
Dwight	6	40	6.7	Rice.....	7	52	7.4
Eliot.....	14	81	5.8	Sherwin	15	98	6.5
Emerson.....	9	79	8.8	Shurtleff.....	6	52	8.7
Everett	11	31	2.8	Stoughton ...	3	16	5.3
Everett, Dor...	6	30	5.0	Tileston	1	..	..
Franklin	12	90	7.5	Warren.....	7	66	9.4
Frothingham ..	8	52	6.5	Wells	12	78	6.5
Gaston	9	60	6.7	Winthrop	6	56	9.3
Gibson.....	4	25	6.2				
Hancock	16	88	5.5	Totals	404	2,795	6.9

SPECIAL SCHOOLS.

During the last year there have been in operation *twenty-six* Special Schools, namely, one Kindergarten, two Schools for Licensed Minors, one for Deaf-Mutes, sixteen Elementary Evening Schools, one Evening High School, and five Evening Drawing Schools. The whole number of pupils belonging to these schools was 3,897, and the average attendance, 1,918; the whole number of teachers employed was 177, and their salaries amounted to \$47,053.07, against 101 teachers receiving salaries amounting to \$26,526.34 in 1872.

EVENING HIGH SCHOOL.

The following table shows the statistics of the Evening High School for the past year:—

1876-77.	Number of Sessions.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers, including Principal.	Average No. of Pupils to a Teacher, exclusive of Principal.
			Males.	Females.	Total.		
October, 1876	21	1,300	307	160	467	11	47
November, 1876	21	1,100	277	123	400	11	40
December, 1876	19	900	233	96	329	11	33
January, 1877	23	950	254	101	355	11	36
February, 1877	19	800	213	100	313	11	31
March, 1877	21	650	170	81	251	10	27
Totals	124	5,700	1,454	661	2,115	65	214
Averages . . . . .	.....	950	242	110	352	11	35

Whole number registered since the opening of the school, 2,128.

This is one of the most valuable and interesting of our educational institutions. It has been well managed and successful from the date of its opening in the autumn of 1869. The course of study, comprising both technical and liberal branches, is not subject to such limitations as are applied to the day schools, but new branches are added to the curriculum whenever they are desired by a sufficient number of pupils to justify the formation of a new class.

ELEMENTARY EVENING SCHOOLS.

The following table contains the summary of the statistical reports of the several Elementary Evening Schools which were in operation from October, 1876, to April, 1877:—

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			No. of Teachers, including Principal.	Av. No. Pupils to a Teacher, exclusive of Principal.
				Males.	Females.	Total.		
Anderson Street . . .	114	231	129	44	28	72	7	12
Blossom Street	116	406	251	61	36	97	8	14
Broadway	104	709	134	93	..	93	14	7
Cabot Street	104	459	215	129	32	161	19	9
Dorchester	125	199	149	63	12	75	8	11
Eustis Street	126	257	73	33	10	43	7	7
Hudson Street	115	581	185	91	33	124	12	11
Jamaica Plain	127	95	63	20	9	29	4	9
Lincoln School	123	281	107	52	10	52	7	10
Lyman School	122	330	87	49	15	64	8	9
Neponset	125	134	56	22	3	25	5	6
No. Bennet Street . . .	119	533	225	78	42	120	13	10
Old Franklin School . .	126	265	183	70	58	128	12	12
Prescott School, Ch'n..	126	224	72	28	..	28	5	7
Warren School, Ch'n..	122	159	114	..	36	36	4	12
Warrenton-st. Chapel .	75	312	99	18	30	48	6	10
Totals	1,869	5,175	2,142	851	354	1,205	139	9.8 (av.)

EVENING DRAWING SCHOOLS.

The following table shows the summary of the statistics of the Evening Drawing Schools, which were in operation from October, 1876, to April, 1877:—

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers, inc. Principal.	Av. No. pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Tennyson street	101	378	192	77	11	88	5	22
Charlestown	101	299	178	52	6	58	2	29
East Boston	101	366	133	48	6	54	2	27
Dorchester	49	99	55	24	13	37	2	19
Jamaica Plain	53	102	77	34	8	42	2	21
Totals	405	1,244	635	235	44	279	13	23

HORACE MANN SCHOOL FOR DEAF-MUTES.

The average number of pupils belonging during the past year was 68, and the number of teachers employed, including the principal, was 8.

This is a day school, no boarding establishment being connected with it. Nearly all of the pupils board at their homes. This school was established about eight years ago, the exact date of its opening being November 10, 1869; and it is believed to be the first of its kind established in this country. It is admirably conducted. Its efficiency has been considerably increased by the important improvement in its accommodations, which was effected by exchanging the rooms in Pemberton square for the building now occupied on Warrenton street.

SCHOOLS FOR LICENSED MINORS.

The attendance at these schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 65 against 67, the decrease being 2; the daily average attendance, 57, and the per cent. of attendance being 87.7. The number of teachers at the close of the last school year was 2, there being no change in this respect. The average number of pupils to a teacher was 32.5, against 33.5.

KINDERGARTEN SCHOOL.

The attendance at this school during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average number of pupils belonging was 34, — boys, 19, and girls, 15, — against 25, the increase being 9; the daily average attendance 31, and per cent. of attendance 91.2. The number of teachers at the end of the last school year was 2, and the average number of pupils to a teacher 17, against 25.

A PREPARATORY COURSE FOR GIRLS.*

There are now in this Commonwealth three institutions of learning, in successful operation, in which a full college course is open to women. In each of

* What is said under this heading was in type before the meeting of the Board when the subject was discussed.

three other New England States there is a respectable college, to which students of both sexes are admitted on equal footing.

In the State of New York there is a large and flourishing female college, and a university with provision for collegiate instruction of women. In several other States further west there are mixed colleges, where a considerable number of women are pursuing a college course. It is, therefore, no longer a question in this country whether provision shall be made for the collegiate education of women. It has already been made. Nor is it any longer a question whether there are any women who wish to avail themselves of such provision. The number of those who are actually pursuing the college course is in the aggregate considerable, and it is certain to increase. The education of women in colleges creates a demand for that instruction of girls which is required for admission to college.

Such instruction is not now afforded by our system of public schools. Previously to the beginning of the last school year instruction in the Latin and Greek languages and other branches, sufficient to meet the requirements for admission to colleges of the highest grade, was given in each of the mixed High Schools in the Charlestown, Dorchester, West Roxbury, and Brighton Districts. The advantages of this instruction were offered to girls and boys alike. In the Girls' High School there was no special classical course designed as preparatory for admission to college; but the Latin language was an obligatory branch in the regular course, and in the advanced course instruction

was given in both Latin and Greek, and therefore, although this school was not organized with reference to the preparation of students for college, it did actually afford the instruction requisite for that purpose, although none of its pupils had, to my knowledge, until last year, expressed a desire to take a distinctly preparatory course with reference to admission to college. The reorganization of the High School system, which went into operation last year, abolished the preparatory functions of all the schools of this grade except the Latin School, and, as this is an unmixed boys' school, there is now no longer existing in the system a school or class where a girl could fit for college. Instruction in Latin is permitted in the mixed girls' schools; but the course is elementary, and the Greek tongue is not taught at all.

I am not aware that in any system of public schools specific provision has been made for fitting girls for college. Where preparatory courses exist in mixed schools, although open to pupils of both sexes, they have been designed to meet the wants of boys. But the modification of our High School system, above referred to, has rendered it necessary to consider the question whether distinct and definite provision shall be made, at the public expense, for giving to such girls as desire it the instruction requisite to fit them for college. In view of all the facts of the case, it seems to me that the Board would be justified in making such provision without delay. Indeed, I am unable to discover any sufficient reason to justify the postponement of such action.

There has been from the very origin of our school

system a demand in this community for the preparatory education of boys, and that demand has been constantly and amply supplied. And now that there is a demand for the preparatory education of girls, justice and consistency require that adequate provision should be made to meet it.

It has been suggested that this object might be accomplished by simply opening the Latin School to girls. I cannot regard this as the best course to adopt. I am of the opinion that it would not be advisable to change the Latin School from a boys' school to a mixed school. Such a change would not, in my judgment, be for the advantage of the boys who attend the Latin School, neither would it do full justice to such girls as may wish to pursue a classical course preparatory to college. It would not be giving the girls a fair chance.

The most feasible plan, as it seems to me, for meeting this demand is to organize a preparatory department in the Girls' High School. The accommodations there are excellent and ample. The corps of instructors is large and able. The head-master is admirably qualified both to superintend, and to impart, if need be, the instruction required. In the future, if the demand for this kind of instruction should be large enough to justify it, a special separate school for the purpose might be established.

FREE TEXT-BOOKS.

In speaking of this matter in their last report, the Committee on Accounts say, "It is a question whether all the books could not be supplied at about

the same cost [as the part now furnished], under some rigid rule, and thereby relieve the masters and teachers of the loss of time and vexatious delays in starting classes. It certainly would not increase the cost in the Primary Schools, after the first year, to make the trial. The committee see no other way to limit and control the expenditure."

It is to be hoped that the reform here suggested will not be much longer delayed. The stationery used by the schools, comprising pens, ink, paper, copy-books, drawing-books, slates, lead-pencils, slate pencils, crayons, compasses and rulers, is already furnished to all the pupils at the city's expense. Free books are nominally furnished to indigent children only, but in reality they are furnished besides to a very large proportion of the children whose parents are well able to pay for them. In some schools the children not supplied with "city books" are the exceptions. The fact is, we are actually expending for free books and stationery a sum which ought to be nearly sufficient to supply all the pupils gratuitously, "under some rigid rule," as the Committee on Accounts suggest, which would not be practicable in the present circumstances; and yet we are not reaping the advantages which a system of free books is calculated to afford.

The existing half-and-half system involves a very considerable loss of time. On visiting the schools during the week or two after the beginning of the school year, and also after the semi-annual promotions, we find that not a few classes are doing little or nothing, because the matter of furnishing the

requisite books has not been adjusted. The teachers, on the other hand, are waiting for parents, who are known to be amply able, to furnish their children with the prescribed books, and, on the other hand, these parents, or a portion of them, at least, are delaying to procure the books, with the intention of thereby worrying the teachers into furnishing their children with "city books." This proceeding not only occasions a loss of much valuable time, but it is obviously demoralizing both to the parents concerned in it and to their children. Another objectionable feature of the present system, that has been often referred to, is its humiliating effect upon the children whose parents are really too poor to purchase the needed books.

The furnishing of books gratuitously is not an untried experiment. The plan has long been in successful operation in many cities, both large and small.

The following is the provision of the General Statutes of the Commonwealth authorizing cities and towns to furnish free books: —

[Amendment to Sect. 32 of Chap. 38.]

"Any city by an ordinance of the City Council, and any town by a legal vote, may authorize the School Committee to purchase text-books for use in the public schools, said text-books to be the property of the city or town, and to be loaned to pupils under such regulations as the School Committee may provide."

CLASSIFICATION.

My report for 1876 showed the classification in respect to grade and age of the pupils in the Grammar and Primary Schools for 1876 as compared with that for 1874. It appeared that in both the Grammar and Primary Schools the drift during the two intervening years had been in the wrong direction; that there had been a falling off in the percentages of the higher classes and lower ages, while there had been a corresponding increase in the percentages of the lower classes and the higher ages. This drift was not serious in extent, but it was perceptible and significant. The matter was again referred to in my last report, and a table presented showing the percentage of pupils in the sixth class of each Grammar School.

In the preceding pages of this report the percentages at the end of the years 1874 and 1877 are compared, by which it appears that the drift is again setting in the right direction, although the ground which had been lost has not yet been wholly recovered. A new table has been introduced, showing the relative number of pupils in the highest and lowest classes of the Primary Schools in each district. From this important exhibit it appears that in some districts *the proportion of pupils in the highest class exceeds that in the lowest*, while in others the number in the lowest class is double and even triple that in the highest. It is not to be inferred that this marked disparity between the figures represents with accuracy the disparity between the districts in respect to merit.

There is a difference in the circumstances of the districts which may, in part, account for the difference in classification. A perfect uniformity in this matter is not to be expected. But, after all reasonable allowance has been made for circumstances not under the control of the teachers, it would seem that a greater uniformity should be expected.

In estimating the success of a school system the essential statistical items to be considered are, first, the proportion of schoolable children educated; and, second, the proportion of the pupils found in the different grades. Hence the significance of the tables referred to. I have never submitted any comparison of our own system in this respect with others; but as some of our citizens seem to entertain very erroneous notions of the relative standing of our system, I give below a table showing how it compares with that of St. Louis, a city which is justly proud of its public schools: —

	ST. LOUIS.	BOSTON.
Population (estimated) . . .	450,000	350,000
Pupils belonging . . .	25,896	46,925
In lowest year, per cent. . .	38.90	17.60
In lowest three years “ . . .	67.94	42.37
In the highest year “ . . .	2.36	3.13
In High Schools “ . . .	3.24	4.49

EXAMINATION OF TEACHERS.

There is, perhaps, no part of the administration of a system of instruction which is more important or which demands more careful consideration than that which relates to the testing of the qualifications of

teachers. Previously to the reorganization of the Board, the management of our system was in this respect extremely unsatisfactory. The creation of the Board of Supervisors provided an instrumentality for remedying this defect, and its members are zealous in their endeavors for the accomplishment of this object. They are anxious to do the best thing possible in this province of their labors. But time, patience, experience, and much study will be required to produce all the good they aim at. Their schemes for examining teachers thus far have been, to a considerable extent, tentative and experimental, and they will no doubt be modified in accordance with the teachings of experience. And if we are wise we will profit by the experience of others as well as by our own; we shall study attentively the methods which are approved where the science of education is the most thoroughly cultivated.

The examination of candidates for the first appointment to the lower grades of instruction in a satisfactory manner is comparatively an easy task. But as we have no State system of certificating teachers, we have occasion to examine and certificate candidates of experience and candidates for the highest posts, such as the masterships of the Grammar Schools, and the head-masterships of the High Schools. Such candidates require a different method of proceeding. If the method has the effect to bring into our examinations first-class candidates, we may conclude that it is a good method; but if, on the other hand, it fails to attract the better class of teachers, it is reasonable to infer that it is not what it should be.

As a profitable study in the business of examining teachers for High Schools, that grade of schools which is designed to impart secondary education, I present the following description¹ of the method of proceeding in examining the candidates for teacherships in the secondary schools of the city of Vienna, comprising the gymnasia or classical schools, and the real schools or non-classical schools. I do not present this scheme with the intention of recommending its adoption here in all its details, but as a scheme well worth studying. And I present this scheme rather than that of any other city, because I regard Vienna as the first city in the world in respect to public provision for secondary education, that department of education which comes between the elementary and the university courses. In this class of schools in Vienna there are *three hundred* professors, of a remarkably high grade of qualifications. The system of examination is no doubt one of the agencies which have secured such a grade of excellence in this body of professors. The other principal agencies which have coöperated in producing this result are the ample provision for their education, on the one hand, and, on the other, the strong inducements held out to candidates to compete for the appointments in the schools referred to.

COMMITTEE OF EXAMINERS.

The qualification of professors for gymnasia, "real" gymnasia and "real" schools, is ascertained by means of rigorous examinations, the Minister of

¹ This account was prepared by me in Vienna, with the aid of an expert who had served on an examining commission. — J. D. P.

Public Instruction appointing special committees of examiners composed of professors of high rank.

One of the members of the committee is appointed director, who presides over all proceedings, carries on the necessary correspondence with the ministry and other parties, keeps papers, reports, official documents, and their registration, in proper business order.

The Imperial Inspector of Schools, appointed for that denomination of schools which belongs to the province of the Special Committee of Examiners, even if he is not himself a member of this committee, is nevertheless entitled and bound to attend the oral examinations and probationary lessons, for which purpose he is to receive official notice of the same.

Regulations concerning the qualifications for teaching religion are not provided for in this scheme.

Special regulations are drawn up for the examinations of candidates for drawing, short-hand, singing, gymnastics, etc.

PETITION FOR ADMISSION TO THE EXAMINATION.

The candidate shall address a petition to the Director of that Committee of Examiners before whom he intends undergoing an examination, and enclose:—

(A.) A certificate of maturity respecting his studies at a Gymnasium, or "Real" School, the latter being sufficient only for candidates of Mathematics, Mechanics, Descriptive Geometry, Physics, etc.

(*B.*) Authentic proofs that he has attended a University, or a Technical High School, that is a School of Technology of the university grade, as a student in ordinary during three years, and applied himself to his professional studies; if the latter were the "humaniora," philosophy and pedagogy are required besides.

(*C.*) Proofs that during the aforesaid space of three years his moral conduct has been unexceptionable.

(*D.*) Provided that there has elapsed more than a year since he finished the before-mentioned studies, the candidate shall produce credible testimonials relative to his occupations and good behavior during this interval.

(*E.*) His "curriculum vitæ," viz., a biographical sketch elucidating the course of his general studies, the objects of his professional erudition, and what science he considers himself capable of teaching, and in which he desires to be examined.

If any one of the before-mentioned certificates cannot be produced, or should be objected to by the Committee of Examination, but if nevertheless there are apparent proofs of the candidate's proficiency in the sciences in question, as well as in the art of teaching, the said committee shall apply to the minister for instructions concerning the case, accompanying the application with a statement of their opinion.

GROUPS OF SUBJECTS OF EXAMINATION.

1. Languages.
2. Geography and History.

3. Mathematics and Natural Sciences, viz.: —

- (a) Mathematics.
- (b) Descriptive Geometry with Linear Drawings.
- (c) Physics with Theoretical Mechanics.
- (d) Engineering.
- (e) Natural History.
- (f) Chemistry.

SPECIFIED REQUIREMENTS.

I. Classical Philology.—The candidate for the whole range of the Gymnasium shall give proofs of his comprehensive knowledge of Grammar, of both the Latin and Greek languages, as well as of a good style in Latin composition; moreover, he is expected to be possessed of extensive reading in such classics as are read in the Gymnasium, viz.: Cæsar, Livy, Sallust, Cicero, Tacitus, Aridius, Virgil, Horace; Xenophon, Herodotus, Demosthenes, Plato, Homer, Sophocles.

In Greek and Roman History and Geography, comprehensive knowledge is required; and respecting the philological branches of mythology, archæology, history of literature, metre, as much is required as will enable the teacher to explain the classics and the life of the ancients.

Candidates for the Lower Gymnasium (viz., the first four classes), may be allowed less proficiency in the latter branches.

II. German Language and Literature.—The candidate shall, besides a general knowledge of Philoso-

phy, prove his thorough knowledge of scientific and comparative grammar; show a correct and fine style; a critical knowledge of all kinds of style and species of poetry and versification; a comprehensive knowledge of German literature, and its history, especially also in its connection with the history of the politics and civilization of the Germans; moreover, the candidate is required to be conversant with the archaeological state of the language, with Teutonic Mythology, and the most important ancient monuments of that language, consequently also with Middle High German Grammar and the literature of that period.

Candidates who have only to prove their capacity of teaching in the Lower Gymnasium or the "Real" School may be allowed to pass a less rigorous examination.

In addition to the requisites above stated the candidate shall prove that he understands, at least, one of the principal living foreign languages.

III. French, English, and Italian Language and Literature.—Besides an examination in the language and literature which the candidate declares himself capable of teaching in the Upper Real School, and, if a Frenchman, Englishman, or Italian, his sufficient knowledge of German for the purposes of instruction, he must undergo an examination in a second object taught in the lower Real School, such as either the German language, Geography, and History, or French.

Regarding the language in question, the candidate shall show (1) a correct pronunciation; (2) a correct and good style in speaking and writing; (3) a per-

fect knowledge of the special grammar of that language, as well as of the comparative grammar of kindred languages; (4) general knowledge of the laws of metre; (5) profound knowledge of the classic authors of the literature in question, and his capacity of translating into German off-hand, and explaining any part laid before him; (6) his capacity of correctly translating some part of a German classic author into the foreign language; (7) his capacity of writing an essay or composition on some literary subject, in good and idiomatic style; (8) comprehensive knowledge of the history of Literature and Language; (9) competent knowledge of Romance Philology on the part of a candidate for French or Italian, and of Teutonic Philology on the part of a candidate for English, viz., respectively, Old French Grammar and Literature, etc., or Anglo-Saxon, Old English and Middle English Grammar and Literature, etc.

IV. History and Geography.—In history the candidate is expected to be conversant with the chronological synopsis of the History of the World, to have judicious discernment of the connection of principal events, profound knowledge of Ancient History, and a higher degree of intimacy with some important part of history gained through the candidate's own researches and investigations. Particular erudition is required from the candidate regarding the history of Austria (viz., the native country), its statistics of commerce and trade, its commercial connections with other countries, treaties of customs, etc.

In Geography the candidate shall show a well-grounded summary of the whole globe, according to its natural features, condition, political division, etc., particular knowledge of the European countries, and minute knowledge of the geography of Austria. He must likewise show proficiency in the sketching and drawing of maps on the blackboard.

V. *Mathematics*.—In Mathematics the candidate is to give proofs of his perfect theoretical knowledge and practical proficiency in the whole range of Elementary Mathematics and their practical application, with skill in geometrical drawing; moreover, expertness in Analytical Geometry, and such knowledge of Infinitesimals, Fluxions and Integral Calculus as is considered indispensable for profound studies of technico-mathematical sciences.

VI. *Descriptive Geometry and Linear Drawing*.—Candidates are required to be possessed (1) of the knowledge of Descriptive Geometry, together with the scientific proofs of its principles, and the whole range of Geometry to be applied for its purposes; (2) of skill in its application for shade and perspective constructions as well as for executing drawings of various industrial objects, especially such as are connected with mechanics, architecture, and practical geometry; (3) the candidate must be conversant with the application of pure geometrical propositions in the solution of geometrical problems of frequent occurrence, and be able to project and nicely to execute drawings of industrial objects.

VI. *Physics*.—In Physics the candidate shall prove: (1) a thorough knowledge of Experimental

Physics and the main principles of Chemistry, in connection with technical applications; (2) a comprehensive knowledge of scientifically demonstrative Physics within the limits of Elementary Mathematics; (3) his dexterity in making experiments; (4) his knowledge of theoretical mechanics founded on the elements of infinitesimals and integral calculus; (5) a competent knowledge of such sciences as are related to physics or dependent on them, *e.g.*, Astronomy, Mathematical Geography, Meteorology.

VIII. Engineering. — (1) Perfect knowledge of theoretical mechanics based on the elements of infinitesimals and integral calculus; (2) competent knowledge of the construction and calculations for the most common machines; applied as motors and as working machines; (3) skill in drawing machines is required of a candidate.

IX. Natural History. — (1) Knowledge of those natural products of which some important application is made in daily life; in arts and industrial pursuits; of those which are remarkable for some special peculiarity, and of such as strike the observer in consequence of their frequently occurring in our country.

(2) Ability in recognizing and defining any specimen of a genus or species.

(3) Extensive knowledge of those older and newer systems of Natural History that have been generally admitted.

(4) Knowledge of the most important facts concerning the anatomy and physiology of plants and animals, their geographical diffusion, and the results

emanating from the comparison of animal and human organization.

(5) Knowledge of Geognosy in connection with Palæontology; of the ruling principles of Geology and the observations based on the latter.

X. *Chemistry*.—Extensive knowledge of Experimental Chemistry; that is, Inorganic and Organic Chemistry, Chemical Analysis, both qualitative and quantitative, and with regard to technical essays of the value of materials occurring in trade and commerce, with constant reference to technical industry and application of chemical principles upon the manufacturing branches based upon them.

MODE OF PROCEEDING WITH THE EXAMINATION.

Each examination comprises four divisions:—

I. Themes written at home.

II. Themes written in the presence of the Director of the Committee, or a member of the Committee.

III. The Oral Examination.

IV. The Probationary Lesson.

If the candidate has fulfilled the conditions mentioned above, the examiner for the subject in question is requested by the director to send in three questions for division No. I. of the examination. Two of these questions exclusively relate to the subject of the examination and the special studies of the candidate, so that the latter may have a good opportunity of showing the extent and depth of his studies. If the subject of the examination is a foreign (ancient or modern) language, one of the themes, generally the theoretical one, is to be

written in German; the others, generally of a literary kind, in the language for which the examination takes place. One theme, though bearing upon the subject of the science in question, is chosen with the purpose of giving the candidate an opportunity to display, according to necessity, either his philosophical studies, or his liberal education in general, or his pedagogical or methodological proficiency.

For the composition of these papers the candidate is allowed from two to four months' time, and he may avail himself of any literary helps that he deems conducive to his purpose; but he must conscientiously give credit for all his helps.

In case the candidate should have submitted to the Committee of Examiners some printed work of his own production bearing upon the science in question, it is left to the judgment of the committee whether such work may be admitted in lieu of the aforesaid written themes, or not.

The director delivers the candidate's home tasks to the examiner for that subject to report upon; and, if desirable, such themes, together with the report on them, are sent to other members of the committee.

In case these home tasks should not prove satisfactory, the committee may exclude the candidate, for a certain space of time (six months or a twelve-month), from continuing the examination in its following stages, and require him to renew the first, of which decision official notice is given to all the Committees of Examination in the empire.

If the aforesaid compositions or treatises are sat-

isfactory, the candidate is summoned to appear for the division of the examination No. II., between which and the oral examination there is only an interval of a few days.

For the subjects of the examination there are, at this stage, papers to be composed, for which twelve hours' time are allowed to each subject, during which time the candidates are under constant surveillance and are not permitted to leave the premises; tasks ("clausural works") given to the candidates are chosen from the range of his special studies, and serve the purpose of ascertaining the candidate's powers of treating certain questions without any literary helps.

Candidates for languages have to compose one of the tasks or translations in the language he is examined for, without using dictionary or grammar.

The correction of and report on these papers is again handed to the examiner for the subject in question, who, according to his judgment, either admits the candidate to the oral examination, if satisfied with those papers, or moves for the candidate's repeating this stage of the examination at a given time. In either case a written report is to be made.

The oral examination is brought to bear upon such subjects as belong to the science the candidates propose to teach. The examiner puts questions on the topics of the examination papers, then such as will convince both him and the other members of the committee, two of whom, besides the director, must be constantly present, that the candidate is not only

well instructed in all the different ramifications of the subject to be taught, but also capable of defining them clearly for the purpose of instruction; moreover, attention must be paid to the candidate's qualification for eventually teaching in all the classes of the Middle Schools, or only in the lower.

If a modern language is the subject of examination, it is carried on through the language the candidate is examined for.

Minutes for this oral examination are written down for each candidate separately.

If the candidate has undergone his oral examination with a satisfactory result, he is admitted to a probationary lesson at some Gymnasium or Real School, as the case may be. At least one day before that lesson the candidate receives the topic or theme he is to give a lesson on, as well as information in which class he is to teach. This lesson must be attended by the director and that member within whose province the task lies, and the managing professor of that class for keeping order.

A report on this lesson is again to be made. Candidates who have already been temporarily or provisionally employed as teachers may be exempted from this lesson, if they produce a favorable certificate from their director.

After the termination of all stages of the examination, the committee meet for a conference, in order to agree about the degree of success or failure of the candidate. Minutes are taken down of their resolutions and notes.

If the committee find that the candidate must

either wholly or partially repeat the examination, a certificate is given to him stating the reasons, and notice of it is given to all the committees of the empire. An appeal for remedy at the Ministry of Instruction is allowed to the candidate, if he deems himself wronged.

FORM AND TENOR OF THE CERTIFICATE.

The certificate made out by the director, and signed by him and the examiners, contains:—

1. A full statement of the candidate's name, native place, age, religion, school and university where he was bred, any previously acquired certificate (if any) of some Committee of Examination for teachers.

2. A statement of the topics of which the home tasks, the "clausural" papers (or if exempted from any one of such tasks, the reason why), the oral examination and the probationary lesson consisted, together with the opinions on the same.

3. The joint opinion of the committee, if deemed capable, and in which classes, likewise in what degree of qualifications the candidate is deemed capable of teaching such subject or subjects. If declared incapable, the next term for admission to a repetition, or his exclusion forever, must be mentioned.

Any candidate approved of for the lower classes only, may, at some future period, apply to be admitted to an examination for the higher classes.

A favorable certificate entitles a candidate to serve a probationary year at such denomination of school and in such classes as he has been approved for; after this year he may apply for a fixed appointment, pro-

vided he can produce a satisfactory testimonial from the director under whom he served.

If a candidate has not obtained a fixed appointment after the space of three years subsequent to his probationary year, and if he cannot prove that he has been active as teacher, or otherwise occupied with professional or literary pursuits, he must either wholly or partially repeat the examination.

A fee of ten florins, about five dollars, must be paid for the examination.

All Committees of Examination are nominated by the Ministry, and stand under the immediate jurisdiction of the same.

All the personal "Acts" (Examination Papers, Reports, Minutes, etc.) of a candidate must be submitted to the inspection of the Ministry at the end of a school year.

For the various branches of sciences taught at Middle Schools there are at the Universities "Seminaries," or pedagogical courses, for students who wish to become professors, *e.g.*, a seminary for classic languages, one for modern tongues, another for History and Geography, and so forth.

Similar Committees of Examination, and "Seminaries" are instituted for Elementary Schools, and Higher Elementary Schools (Bürgerschulen), the latter being a practical school, where the above-mentioned subjects are taught less scientifically, and only with a view for practical life.

REMARKS TO PRINCIPALS.

The Board is aware that for a number of years monthly meetings of the masters of the Grammar Schools have been held under my direction, for the purpose of considering and discussing matters pertaining to the performance of their duties. Latterly the head-masters of the High Schools also have very generally attended these meetings. At the first of these meetings which I called after beginning service under the new organization of the Board, I presented, in some introductory remarks, an outline of the aims and objects to be kept in view in carrying out the reform which had been inaugurated.

The meeting here referred to was held about a year and a half ago, but it seems to me that it would not be inappropriate to introduce the remarks here, for the information of the Board as to our doings.

Remarks.— On returning to this chair, under the new order of things, after an absence of nearly two years, the circumstances suggest some remarks, to which I invite your attention. And, first, a glance at the past.

Our system of public schools is the growth of nearly two centuries and a half. Its origin is found in a vote of the freemen of the town, five years after its settlement, to employ a school-master for "the teaching and nurturing" of the children, and to set apart towards his support a few acres of land at "Muddy river." That act of the first settlers of the town was the seed from which has sprung our present system, which counts its 55,390 pupils and 1,296

teachers, which occupies buildings and grounds valued at about \$7,000,000, and for which the total expenditures during the last year amounted to \$2,081,043.35. The progress of its development has been marked by a series of measures of reform and improvement, adopted in most cases not without strenuous contests between advocates of the old on the one hand, and advocates of the new on the other. The year 1789 is a memorable one in our school annals as being the date of the election of the first school committee, the opening for the first time of the school-house doors to girls as well as boys, and the adoption of something in the nature of a programme of studies, introducing, as new branches of instruction, "spelling, accenting, English grammar, and composition," and requiring the teaching of arithmetic to be extended so as to include "*vulgar and decimal fractions*." The next important improvement was the establishment of Primary Schools, in 1818, previous to which time pupils to be admitted to the Grammar Schools must be seven years old, and must have learned at home or in private schools "to read the English language, by *spelling the same*." Having removed a serious defect in the system by providing schools in which children might be prepared for the Grammar Schools, the people of the town proceeded very soon afterwards to establish the English High School, in order, said the committee on the subject, "to render the present system of public education more nearly perfect." This was perhaps the first movement in this country for engrafting upon a public-school system provision

for a non-classical higher education. But the innovations and improvements of the last thirty years quite throw into the shade all preceding ones. Those of us whose knowledge of the system extends over that period have seen the abolition of the old "double-headed" organization of the Grammar Schools, which was not without elements of efficiency, but could not claim the merit of economy; the creation of the office of Superintendent, which has been kept from doing half the good it might have done for fear it would do some harm; the provision for a fair chance for girls, by the establishment of the Girls' High School, and the wise, far-seeing, and comprehensive provision for better teaching by the establishment of a Normal School for the professional training of female teachers; the abolition of that worthy but anomalous and over-numerous body, known as the Primary School Board, and of the Grammar School board of twenty-four members, and the consolidation of the school management in one Board of seventy-two members, which grew by annexation to the number of a hundred and sixteen; the "grading" of the Primary Schools and the consequent doubling of their efficiency; the change in the duties of the Grammar-School masters, by which the value of their services was largely increased; and the adoption of greatly improved programmes of studies, by which more rational and effective methods of teaching were made not only practicable, but imperative. And now this centennial year introduces another innovation, so radical in its nature that it may well be styled, in the current phrase, a New

Departure. The chief objects of this reform movement, as I understand it, may be summed up under five heads:—

1. To reorganize the School Board. This was its chief and fundamental aim, and that which, in an important sense, comprised all its other objects. Experience has proved that the one difficulty in the administration of school affairs in our large cities is to secure a disinterested, intelligent, and efficient School Board. The old Board is not to be condemned without discrimination, for it contained many members to which the city owes a deep debt of gratitude for their faithful services; but it had become too unwieldy for the proper transaction of the business belonging to it. The path of progress became hopelessly blocked. Hence the movement which has resulted in placing the schools interested in the hands of a Board differently constituted, both in respect to numbers and the mode of election, and in the creation of a new instrumentality, consisting of a Board of Supervisors.

2. Another prominent object of this movement was to reform the mode of appointing teachers. Our system of schools never contained adequate provisions for testing the qualifications of candidates for teachers. Hence, in many cases, the teaching ability which the salaries paid were intended to secure, has not in all cases been obtained. Owing to the want of proper provisions for examining candidates for teachers, and thus opening the vacancies to a fair competition, the best candidates have often been discouraged from applying for situations. If incompetent teachers have

not been appointed, it is not because the door has not been left open for them to enter. This is no new discovery. Fifteen years ago I spread the case before the Board, and urgently called their attention to it, closing my remarks on the subject by saying, "So far as my knowledge extends, no other city has a system of examining teachers so objectionable as our own; it is peculiar to ourselves." From that time I never ceased to advocate this reform whenever an opportunity offered. Ten years ago it was again pressed upon the attention of the Board in the most distinct and unequivocal terms.

Nine years ago the recommendation of this reform was reiterated in the following language: "Our schools do not derive the advantage they might from the Boston policy of treating teachers well (in the matter of salaries), for want of a *proper system of examining candidates for the office of teacher*, — a system which shall give the fairest possible chance for competition; a system which is calculated to do the fullest justice to all comers. Let such a system be once established, and it would not only contribute greatly to the wise selection of candidates, but it would at the same time afford a new and powerful inducement to the most meritorious teachers to compete for places in our schools. I trust the time is not distant when the Board will take this matter in hand, and mature a system of examining teachers, as the best interests of our schools demand."

Provision has at length been made for remedying this defect in our system by the appointment of officers charged with the duty of examining teach-

ers. You will welcome this improvement, I doubt not; for if there has been any one thing on which I have found you agreed, it has been in the earnest desire to secure for the schools under your charge the very best teachers to be had.

3. Another important object which this reform aims to accomplish, and one which especially interests all teachers now in the service, is to provide for the most judicious and appropriate examination of all the schools, at proper intervals, by competent experts. The semi-annual examinations now made by you, of all the classes in your respective districts, for the purpose of determining the promotions, are extremely valuable, and should not be interfered with. But those examinations, although the right thing as a test of the qualification of pupils for promotion, are, to a certain extent, in their results, the judgments of the principals on the merits of their own doings, as the teachers are all working under their immediate direction, and therefore cannot serve the purpose in view, — which is to furnish the Board with authoritative information as to the success in standing of each individual teacher in the service. This information the Boston School Board has never possessed in any period of its history. The value of this examination will, of course, depend upon the manner in which it is conducted. The Regulations provide that the Supervisors shall visit and examine each school in detail twice in each year. Their plans for this work are not yet perfected; but I feel confident that the greatest care will be taken not to do injustice to any teacher. The good teacher has nothing to fear from

an examination that is just and fair; it will, indeed, be a real benefit to him, by stamping his work with the seal of authoritative approbation. I am sure none present would object to examinations *per se*; you only want the examinations to be of the right kind, and such I trust they will be. I hope they will be better than those of other cities. But time will be required to perfect them.

4. Still another object in view in this reform is a better adjustment of the instruction and the more uniform use of better methods. No one branch must be pursued to the detriment of others equally or more important. Of course there will be differences of opinion as to the relative importance of the studies required to be taught. But, whatever may be the individual opinion of any teacher touching this matter, it is his duty to comply faithfully with the requirements of the Regulations respecting it. There seems to be an impression prevailing, that of late a crowd of new studies has been forced upon the pupils of the schools. This impression, which is wholly erroneous, has been produced, no doubt, by the increased attention devoted to two or three branches during the past four or five years,—notably, sewing, drawing, and vocal music. But the reform to be effected with respect to the studies does not contemplate, if I understand the matter, the exclusion of these branches, much less the going back to the three R's. Drawing must have its place, but it must not be allowed to expand so as to crowd out arithmetic or writing; and so of music and sewing. And then, on the other hand, arithmetic and geography

must be rationally taught and judiciously limited, so that they may not unnecessarily absorb the time that belongs to sewing, music, and drawing. Who will undertake to designate a single one of the subjects of instruction in the course of study which ought to be dispensed with? The evil to be remedied does not consist in the multiplicity of the studies, for they correspond very nearly with those required in other parts of the world where education is most advanced, but in the wrong treatment of some of the subjects and the disproportionate time bestowed upon others.

5. Finally, this new departure is intended as a measure of economy. It was demonstrated in my last report that the school department was not justly chargeable with extravagant expenditures, as compared with other departments of the city service. Still I maintain, and have maintained, that a large sum might be saved annually, without diminishing materially the efficiency of the schools, by keeping the number of pupils to a teacher nearer the prescribed standard. You will remember that frequently in past years I advised you to use your influence in favor of this policy, and I have reason to know that many of you have acted in accordance with that advice. The regulation number of Primary pupils to a teacher is less than that of the Grammar-School pupils. This is contrary to the general custom, and I see no good ground for it. I am in favor of making the quota of pupils to a teacher in Primary Schools at least equal to that of the pupils in Grammar Schools. If the number of pupils to a teacher in both Primary and Grammar Schools were brought

up to the present Grammar-School standard, a great saving of expense would be secured.

The question of the reduction of the salaries of teachers is perhaps not appropriate for discussion here, but this much I desire to say: that as there must be economizing somewhere, it is better, in my judgment, for the interest of the schools, in the long run, to give each teacher a full quota of pupils, and pay him a living salary, than to reduce the number of his pupils to a low figure, and then pay him a meagre salary. By giving one pupil more to each teacher in the city the annual saving of expense would amount to from \$15,000 to \$20,000. In the matter of the petty expenses for repairs and supplies, which are every year increasing, you have it in your power, to a considerable extent, to economize or to be wasteful. The relative expenses of the several schools for these things will no doubt be closely scrutinized by the members of the Board.

Such appear to me to be the essential objects to be accomplished by the recent change in the administration of our school system,—to get the best possible board of control, to test the qualifications of teachers, to test the work of teachers, to adjust and harmonize the instruction, and to economize expense by utilizing the teaching force to the best advantage. It will take time to work out the contemplated results. For one I am heartily in accord with this movement and all the objects of it, as I understand them. I am confident that it is a movement in the right direction.

By the new regulations you are required to have

the especial charge of the graduating classes, and to give an average of at least two hours a day to their instruction. Many of you in charge of girls' schools and of boys' or mixed schools, where the districts are small, have been performing this service, and probably without detriment to the interests of those districts. How the change will work in the case of large districts with boys' or mixed schools remains to be seen. At any rate the new regulation originated, as I have reason to believe, in the impression that some masters were devoting their time too exclusively to the work of supervising. This may have been the case, although evidence of it has not come to my knowledge. I have thought that a master might make himself very useful by giving occasional lessons in all the classes under his charge. *Merely looking on and seeing teachers teach is not the supervision of instruction which is to be expected of a principal.*

As principals of the schools containing 95 per cent. of all the pupils instructed, the extent of your influence in determining the results of our school system can hardly be overestimated. The strong master infuses his own spirit into every teacher and pupil under his charge. It is my earnest hope that every one of your number will enter heartily into the spirit of this new departure, and endeavor, so far as it depends on you, to give it speedy and complete success. I hope you will in connection with this business give new and conspicuous proof of the falsity of the assertion, made by a high authority not long ago in this city, that school-masters are always found in opposition to educational improvements and reforms.

But, whatever may be said to the contrary by thoughtless, ignorant, malicious, or well-meaning critics, I for one believe that the labors of so many generations of wise and good men in perfecting our school system through so many years, have not resulted in a failure; that our school system is in the main sound and efficient, and that this new departure is calculated to render it still more worthy of the confidence at home and consideration abroad.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent of Schools.

STATISTICS

ACCOMPANYING THE REPORTS OF THE

SUPERINTENDENT OF SCHOOLS

FOR THE SCHOOL YEAR

1876-77.

TABLES SHOWING THE NUMBER OF TEACHERS OF EACH
SEX, IN THE DIFFERENT GRADES OF SCHOOLS, JULY
31, 1877.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Normal School	1	2	3
Latin School	13	. . . .	13
English High School	16	. . . .	16
Girls' High School	1	15	16
Roxbury High School	1	7	8
Dorchester High School	1	4	5
Charlestown High School	2	6	8
West Roxbury High School	1	3	4
Brighton High School	1	2	3
Grammar Schools	84	466	550
Primary Schools . . . . .	. . . .	404	404
Licensed Minors' School . . . . .	. . . .	2	2
Deaf-Mute School . . . . .	. . . .	8	8
Evening Drawing-Schools	13	. . . .	13
Evening Schools	26	124	150
Kindergarten School . . . . .	. . . .	2	2
Totals	160	1,045	1,205

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Gymnastics: Girls' High School . . . . .	. . . .	1	1
Military Drill: High Schools	1	. . . .	1
Drawing: High and Grammar Schools	5	2	7
French: High Schools	5	. . . .	5
German: High Schools	3	. . . .	3
Music: High, Grammar, and Primary	6	1	7
Sewing: Grammar Schools . . . . .	. . . .	27	27
Totals	20	31	51

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1877.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Assist's.	Third Assist's.	Fourth Assist's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	..	83	83	..	79	79	4	96.0	1	.	.	.	.	1	.	.	1
Latin	405	..	405	384	..	384	21	94.0	.	3	3	6	.	.	.	.	.
English High . . .	521	..	521	502	..	502	19	96.0	1	5	10	.	.	.	.	.	.
Girls' High . . . .	..	576	576	..	535	535	41	93.0	1	.	.	.	1	1	2	2	12
Roxbury High . . .	93	90	183	89	81	170	13	93.0	1	.	.	.	.	1	1	.	5
Dorchester High . .	63	74	137	59	70	129	8	95.0	.	1	.	.	.	1	.	.	3
Charlestown High .	96	110	206	92	103	195	11	95.0	1	.	.	1	.	.	1	.	4
West Roxbury High	27	60	87	27	58	85	2	97.0	.	1	.	.	.	.	.	1	2
Brighton High . . .	33	23	56	32	22	54	2	96.0	.	1	.	.	.	.	.	1	1
Totals	1,238	1,016	2,254	1,185	948	2,133	121	94.6	5	11	13	7	1	4	4	4	28

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1877.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Asst. Principals.	First Assistants.	Second Assist's.	Third Assist's.	Fourth Assist's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal . . . . .	..	77	77	..	74	74	3	90.6	1	.	.	.	.	1	.	.	1
Latin	379	..	379	360	..	360	19	94.9	1	2	3	7	.	.	.	.	.
English High . . .	473	..	473	455	..	455	18	96.2	1	5	10	.	.	.	.	.	.
Girls' High . . . .	..	510	510	..	469	469	41	91.9	1	.	.	.	1	1	2	2	9
Roxbury High . . .	84	90	174	81	88	169	5	97.2	1	.	.	.	.	1	1	.	5
Dorchester High . .	57	71	128	53	67	120	8	93.8	.	1	.	.	.	1	.	.	3
Charlestown High .	89	103	192	85	97	182	10	94.8	1	.	.	1	.	1	1	1	3
West Roxbury High	28	57	85	27	55	82	3	96.5	.	1	.	.	.	.	.	2	1
Brighton High . . .	31	21	52	30	19	49	3	94.3	.	1	.	.	.	.	.	1	1
Totals	1,141	929	2,070	1,091	869	1,960	110	94.7	6	10	13	8	1	5	4	6	23

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1877.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Ass'ts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams	370	143	513	353	136	489	24 95.	1	1	1	.	.	2	6	1	
Allston	137	173	310	124	157	281	29 91.	.	1	.	.	.	1	6	1	
Andrew	299	134	433	278	120	398	35 92.	1	1	1	.	.	1	7	1	
Bennett	135	130	265	124	115	239	26 88.	.	1	.	.	.	2	4	1	
Bigelow	737	.	737	705	.	705	32 96.	1	1	1	1	.	.	11	.	
Bowditch . . . . .	.	334	334	.	314	314	20 94.	1	.	.	1	.	2	5	1	
Bowdoin . . . . .	.	435	435	.	400	400	35 92.	1	.	.	1	.	2	6	1	
Brimmer	641	31	672	600	29	629	43 93.	1	1	1	2	.	.	10	.	
Bunker Hill	279	288	567	270	276	546	21 96.	1	1	.	1	.	3	6	1	
Central	311	.	311	296	.	296	15 95.	1	.	.	.	.	2	4	.	
Chapman	256	255	511	247	245	492	19 96.	1	1	.	1	.	2	6	1	
Charles Sumner	82	63	145	76	59	135	10 93.	.	1	.	.	.	1	2	1	
Comins	356	402	758	342	381	723	35 95.	1	1	.	2	1	2	8	1	
Dearborn	444	396	830	413	358	771	59 93.	1	1	.	1	1	3	11	1	
Dudley (Boys)	419	.	419	399	.	399	20 95.	1	.	1	1	.	1	5	.	
Dudley (Girls) . . . . .	.	293	293	.	276	276	17 94.	1	.	.	1	.	1	4	1	
Dwight	536	.	536	512	.	512	24 95.	1	1	1	1	.	.	8	.	
Ellot	811	.	811	762	.	762	49 94.	1	1	2	1	.	.	11	.	
Emerson	317	304	621	299	287	586	35 95.	1	1	.	1	1	2	6	1	
Everett . . . . .	.	658	658	.	620	620	38 94.	1	.	.	1	1	3	8	1	
Everett, Dor.	153	170	323	145	158	303	20 94.	1	.	.	.	.	2	5	1	
Franklin . . . . .	.	701	701	.	659	659	42 94.	1	.	.	1	1	3	9	1	
Frothingham	264	275	539	249	255	504	35 94.	1	1	.	1	.	2	7	1	
Gaston . . . . .	.	396	396	.	363	363	28 93.	1	.	.	1	.	2	5	1	
Gibson	112	107	219	103	97	200	19 92.	.	1	.	.	.	2	3	1	
Hancock . . . . .	.	522	522	.	500	500	22 96.	1	.	.	1	.	3	7	1	
Harris	94	113	207	89	105	194	13 94.	1	.	.	.	.	1	3	1	
Harvard, Ch.	275	257	532	263	240	503	29 95.	1	1	.	1	.	2	7	1	

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Ass'ts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Gillside	241	241	241	220	220	220	21	91	1	1	1	1	1	4	1	
Lawrence	884	884	884	854	854	854	30	97	1	1	2	1	1	13		
Lewis	298	278	576	285	265	550	26	95	1	1	1	1	2	7	1	
Lincoln	566	566	566	544	544	544	22	96	1	1	1	1	1	8		
Lowell	242	181	423	233	175	408	15	96	1	1	1	1	1	5	1	
Lyman	413	187	600	390	179	569	31	95	1	1	1	1	2	7	1	
Mather	155	168	323	138	147	285	38	89	1				2	4	1	
Minot	104	108	212	93	98	196	16	92		1			1	4	1	
Mt. Vernon	56	61	117	53	58	111	6	95			1		1	2	1	
Norcross	653	653	653	628	628	628	25	96	1		1	1	3	7	1	
Phillips	725	725	725	666	666	666	59	92	1	1	1	1		11		
Prescott	232	230	462	224	219	443	19	96	1	1	1	1	1	6	2	
Quincy	620	620	620	589	589	589	31	95	1	1	1	1		9		
Rice	607	607	607	575	575	575	32	94	1	1	1	1		10		
Sherwin	412	420	832	391	393	784	48	94	1	1	1	1	3	11	1	
Shurtleff	675	675	675	624	624	624	51	92	1		1	1	2	10	1	
Stoughton	120	92	212	112	86	198	14	93		1			1	4	1	
Tileston	35	38	73	33	35	68	5	93		1				1	1	
Warren	284	294	578	272	282	554	24	96	1	1	1	1	3	7	1	
Wells	411	411	411	389	389	389	22	95	1		1	1	2	5	1	
Winthrop	865	865	865	788	788	788	77	91	1		2	4	12	2		
Totals	12,781	11,472	24,253	12,106	10,741	22,847	1,406	94.2	40	27	17	39	9	78	327	27

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1877.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Assts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams	380	151	531	360	144	504	27	95.0	1	1	.	1	.	2	6	1
Allston	142	179	321	127	160	287	34	89.4	.	1	.	.	.	1	6	1
Andrew	305	143	448	284	130	414	34	92.4	1	.	1	1	.	1	7	1
Bennett	146	132	278	133	118	251	27	90.3	.	1	.	.	.	2	4	1
Bigelow	775	.	775	741	.	741	34	95.6	1	1	1	1	.	1	11	.
Bowditch . . . . .	.	344	344	.	323	323	21	93.9	1	.	.	1	.	2	5	1
Bowdoin . . . . .	.	458	458	.	419	419	39	91.5	1	.	.	1	.	2	6	1
Brimmer	693	44	737	647	40	687	50	93.1	1	1	1	2	.	11	.	.
Bunker Hill . . .	302	294	596	290	280	570	26	95.6	1	1	.	1	.	3	7	1
Central	317	.	317	301	.	301	16	94.7	1	.	.	.	.	2	4	.
Chapman	275	267	542	264	253	517	25	93.5	1	1	.	1	.	3	6	1
Charles Sumner . .	95	66	161	89	62	151	10	93.5	.	.	1	.	.	1	2	1
Comins	362	402	764	346	377	723	41	94.6	1	1	.	2	1	3	10	1
Dearborn	471	410	881	435	379	814	67	92.4	1	1	.	1	1	3	11	1
Dudley (Boys) . .	441	.	441	411	.	411	30	93.2	1	.	1	1	.	1	6	.
Dudley (Girls) . .	.	308	308	.	287	287	21	93.2	*1	.	.	1	.	1	4	1
Dwight	579	.	579	550	.	550	29	94.9	1	1	1	1	.	.	8	.
Eliot	853	.	853	804	.	804	49	94.2	1	1	2	1	.	12	.	.
Emerson	343	308	651	320	292	612	39	94.0	1	1	.	1	.	3	8	1
Everett . . . . .	.	685	685	.	645	645	40	94.1	1	.	.	1	.	3	9	1
Everett, Dor. . .	173	187	360	165	176	341	19	91.9	1	.	.	.	.	2	5	.
Franklin . . . . .	.	738	738	.	689	689	49	93.3	1	.	.	1	1	3	9	1
Frothingham . . .	265	280	545	252	263	515	30	95.3	1	1	.	1	.	2	7	1
Gaston . . . . .	.	430	430	.	396	396	34	92.1	1	.	.	1	.	2	5	1
Gibson	129	119	248	112	103	215	33	87.4	1	.	.	.	.	2	3	.
Hancock . . . . .	.	560	560	.	533	533	22	96.1	1	.	.	1	.	3	7	1
Harris	100	122	222	95	114	209	13	93.6	.	1	.	.	.	1	3	.
Harvard	288	271	559	271	248	519	40	92.5	1	1	.	1	.	2	7	1

* Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	1st Assistants.	2d 1st Ass'ts.	2d Assistants.	3d Assistants.	Sew'g Teachers.
	Boys.	Girls.	Total	Boys.	Girls.	Total.										
Hillside	276	276	276	253	253	253	23	91.6	1	1	1	1	1	3	1	
Lawrence	939	939	939	908	908	908	31	96.7	1	2	1	1	1	13		
Lewis	298	289	587	282	273	555	32	94.6	1	1	1	1	2	8	1	
Lincoln	595	595	595	565	565	565	30	94.9	1	1	1	1	1	9		
Lowell	281	207	488	270	197	467	21	95.8	1	1	1	1	1	5	1	
Lyman	401	175	576	375	165	540	36	93.9	1	1	1	1	2	6	1	
Mather	157	174	331	139	155	294	37	88.8	1				2	4		
Minot	109	123	232	104	113	217	15	93.5	1	1			1	4		
Mt. Vernon	62	66	128	58	60	118	10	91.9		1			1	2	1	
Norcross	674	674	674	643	643	643	31	95.3	1		1	1	3	8	1	
Phillips	756	756	756	693	693	693	63	90.3	1	1	1	1		11		
Prescott	235	223	458	225	210	435	23	95.1	1	1	1	1	1	6	2	
Quincy	648	648	648	618	618	618	30	95.6	1	1	1	1		9		
Rice	641	641	641	605	605	605	36	94.5	1	1	1	1		9		
Sherwin	417	433	850	392	408	800	50	94.0	1	1	1	1	3	11	1	
Shurtleff	693	693	693	636	636	636	57	91.8	1		1	1	2	10	1	
Stoughton	119	91	210	111	84	195	15	92.6	1	1			1	4		
Tileston	36	35	71	34	32	66	5	93.2		1				1	1	
Warren	294	303	597	280	287	567	30	95.5	1	1	1	1	4	6	1	
Wells	430	430	430	403	403	403	27	93.7	1		1	1	2	6	1	
Winthrop	908	908	908	828	828	828	80	91.2	1		2	4	12	2		
Totals	13,422	11,998	23,420	12,656	11,183	23,839	1,581	93.8	40	28	16	40	7	83	336	34

* Deducting repetitions, 27.

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1877.

Schools.	Whole number.																Under eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Eight years.	Seven years.	Six years.	Five years.	Four years.	Three years.	Two years.	One year.									
Adams	36	54	104	104	104	106	508	. . .	15	47	74	101	76	80	63	52								
Allston	28	22	18	96	68	68	300	4	40	42	45	39	30	45	40	15								
Andrew	6	20	22	72	175	165	460	. . .	16	64	95	82	83	53	27	40								
Bennett	24	33	39	47	57	62	262	1	. . .	26	34	49	46	45	26	26								
Bigelow	44	56	113	108	233	104	748	2	53	115	143	104	142	101	49	39								
Bowditch	15	15	41	80	85	83	319	1	14	45	52	67	46	44	26	24								
Bowdoin	53	70	73	73	78	91	440	. . .	10	48	59	53	59	58	67	86								
Brimmer	43	107	120	126	126	194	725	8	39	92	115	132	110	94	90	45								
Bunker Hill	47	57	103	100	111	149	576	. . .	15	66	90	95	96	103	63	43								
Central	10	38	55	49	77	84	313	. . .	10	35	42	53	50	42	43	38								
Chapman	27	33	110	110	117	124	536	1	16	55	87	73	68	67	86	83								
Charles Sumner	14	21	18	37	19	33	142	. . .	2	15	18	31	24	25	12	15								
Comins	23	59	134	90	235	199	745	. . .	12	77	125	150	125	117	85	54								
Dearborn	42	104	99	118	200	238	801	. . .	18	53	145	137	140	116	110	82								
Dudley (Boys)	38	48	53	55	108	118	420	. . .	16	46	65	69	76	64	39	45								
Dudley (Girls)	13	29	49	52	51	99	298	. . .	4	35	50	43	44	45	41	26								
Dwight	48	94	95	101	107	112	557	. . .	11	45	98	102	89	78	72	62								
Eliot	55	110	107	103	241	180	801	. . .	32	86	133	155	152	127	76	40								
Emerson	30	42	95	140	132	180	619	1	11	68	76	103	97	86	80	97								
Everett	49	106	109	158	153	128	703	1	16	74	85	169	126	94	87	111								
Everett, Dor.	16	21	45	47	93	104	326	. . .	3	13	34	59	59	50	56	47								
Franklin	41	98	99	154	158	163	713	1	19	58	112	108	117	104	89	105								

Frothingham	24	54	97	07	115	157	544	2	18	72	107	90	89	82	60	23
Gaston	41	49	48	42	112	112	404	...	6	17	58	77	68	71	44	63
Gibson	8	25	38	47	40	74	232	6	11	38	32	43	31	34	26	11
Hancock	22	42	66	08	102	177	507	2	20	66	85	106	87	65	53	25
Harris	23	29	31	49	54	40	206	...	8	19	20	27	33	37	36	26
Harvard	19	60	98	111	133	117	538	2	18	45	86	13	95	74	65	60
Hillside	17	23	41	53	68	47	244	1	7	36	23	44	45	34	28	21
Lawrence	49	99	154	201	181	200	864	2	36	95	149	144	151	142	101	44
Lewis	38	98	110	156	117	63	582	...	21	37	86	90	96	86	79	87
Lincoln	36	48	107	107	109	160	567	...	8	50	103	104	85	91	74	52
Lowell	23	32	60	107	93	105	420	...	17	45	56	79	85	59	47	32
Lynan	19	63	61	128	159	156	586	...	13	52	102	91	96	91	91	50
Mather	20	47	50	59	66	91	333	2	15	47	43	56	61	38	35	36
Minot	8	26	34	49	40	46	212	...	15	31	36	30	35	28	18	19
Mount Vernon	21	16	17	20	25	24	123	...	4	18	18	14	19	24	14	12
Norcross	48	106	111	103	110	161	639	1	15	66	84	119	117	101	87	49
Phillips	43	54	59	157	201	161	715	1	30	76	114	93	130	106	79	88
Prescott	39	59	61	123	102	105	489	1	21	57	83	91	70	70	61	35
Quincy	46	46	100	103	160	156	611	2	34	85	100	121	117	80	53	19
Rice	40	53	148	98	159	119	617	...	15	52	87	116	120	81	73	73
Sherwin	34	95	89	92	214	259	823	...	23	16	113	142	133	112	99	75
Shurtleff	49	51	101	104	198	171	674	1	29	68	82	93	110	103	95	93
Stoughton	13	25	24	34	46	74	216	...	10	23	41	40	33	19	20	30
Tilston	12	11	12	22	8	13	78	1	5	10	8	13	7	15	11	8
Warren	40	52	102	103	137	153	587	...	23	71	97	91	84	74	82	63
Wells	42	51	53	56	102	116	420	2	16	41	57	62	64	66	48	64
Winthrop	56	80	94	292	222	23	867	...	39	99	138	157	143	110	92	89
Totals	1,552	2,641	3,696	4,557	5,780	6,184	24,410	46	858	2,632	3,790	4,140	4,079	3,529	2,963	2,433

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July 31, 1877.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	33	45	86	105	108	114	491	. . .	17	47	89	87	63	81	58	49
Allston	28	21	16	81	73	93	312	2	23	36	47	47	55	50	36	16
Andrew	6	20	22	56	140	201	445	5	26	66	99	90	77	45	20	17
Bennett	22	28	17	51	43	105	266	. . .	7	20	35	36	48	55	31	34
Bigelow	42	50	94	210	218	156	770	5	56	134	123	130	117	99	62	44
Bowditch	15	14	41	83	81	82	316	2	18	52	51	58	50	34	22	29
Rowdoin	50	46	66	69	104	116	451	2	9	50	61	65	54	48	65	97
Brimmer	42	77	124	133	189	240	805	11	55	116	132	112	125	100	88	71
Bunker Hill	31	55	83	99	120	194	582	. . .	23	63	113	93	91	89	69	41
Central	11	37	44	47	86	79	304	. . .	12	32	39	56	54	41	30	40
Chapman	38	39	103	112	110	155	557	1	21	56	91	74	67	59	81	107
Charles Sumner	13	15	33	41	15	38	155	. . .	2	7	20	24	37	24	20	21
Comins	23	60	71	119	182	260	720	1	24	74	168	125	100	99	60	69
Dearborn	42	104	107	107	226	261	847	1	12	79	126	168	147	117	109	88
Dudley (Boys)	29	44	46	48	98	144	409	. . .	6	24	40	71	72	79	66	51
Dudley (Girls)	18	25	45	50	48	95	281	1	9	32	54	35	33	37	37	43
Dwight	47	78	69	89	94	114	491	2	16	50	82	91	77	63	54	56
Elliot	40	88	98	103	259	211	799	1	26	83	145	168	146	114	76	40
Emerson	29	41	104	88	87	250	599	. . .	10	61	110	76	117	72	71	82
Everett	47	80	85	117	108	83	520	. . .	12	57	63	81	93	69	63	82
Everett, Dor.	13	27	50	49	104	124	367	. . .	0	27	41	61	67	55	57	53
Franklin	41	73	77	128	136	148	603	1	11	62	77	88	103	92	72	97

Frothingham	36	42	82	103	100	148	511	...	23	74	89	104	75	64	50	32
Gaston	39	45	44	99	98	107	432	...	19	40	51	69	70	78	48	57
Gibson	6	26	38	41	51	95	257	7	16	17	51	33	23	41	25	38
Hancock	38	39	49	97	98	211	532	...	28	71	102	107	85	62	39	38
Harris	22	23	57	54	24	52	232	9	21	32	34	24	37	25	33	17
Harvard	17	39	80	103	89	216	544	1	23	66	98	89	93	63	56	55
Hillside	16	28	47	46	48	82	297	1	14	36	41	44	33	42	25	31
Lawrence	47	86	135	188	207	219	882	9	52	108	145	137	163	124	83	61
Lewis	36	79	97	150	104	89	555	2	7	53	87	77	96	72	74	87
Lincoln	32	47	82	93	142	168	564	...	21	71	94	91	92	62	84	49
Lowell	21	33	57	116	126	128	481	2	23	45	94	88	87	54	48	40
Lyman	29	49	59	107	147	151	533	...	8	48	91	94	83	92	64	53
Mather	20	44	48	54	61	101	328	...	15	32	47	52	65	46	36	35
Minot	8	22	33	52	51	78	244	1	21	39	32	34	43	27	21	26
Mount Vernon	17	16	15	18	27	37	139	...	2	18	22	17	14	30	13	14
Norcross	43	89	88	91	89	207	607	2	25	69	98	113	104	71	70	55
Phillips	37	48	91	137	208	166	687	1	30	83	108	122	120	102	61	60
Prescott	35	54	57	110	108	123	487	...	19	56	74	90	78	68	67	35
Quincy	35	39	95	100	165	179	604	3	35	93	117	98	111	83	45	19
Rice	37	41	145	94	99	166	573	...	22	53	91	96	82	100	73	56
Sherwin	32	72	75	92	175	306	752	...	23	107	128	124	132	97	93	48
Shurtleff	47	43	86	92	202	207	677	1	31	81	86	97	95	98	94	94
Stoughton	13	17	29	34	47	69	269	...	6	29	37	38	34	25	17	22
Tileston	12	9	11	20	9	10	71	...	3	7	4	12	13	10	14	8
Warren	33	44	91	108	157	153	586	1	16	61	92	103	84	81	74	74
Wells	36	39	48	94	91	99	407	2	27	47	54	60	71	54	39	53
Winthrop	54	82	99	175	199	210	819	2	47	105	127	154	121	99	85	79
Totals	1,454	2,202	3,319	4,453	5,542	7,031	24,061	79	978	2,769	3,900	4,003	3,903	3,293	2,673	2,463

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1877.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	7	241	96	337	222	85	307	30	91.	230	151	381
Allston	5	132	93	225	118	80	198	27	88.	146	73	219
Andrew	8	202	161	363	184	141	325	38	89.	223	127	420
Bennett	5	114	95	209	98	77	175	34	83.	125	86	211
Bigelow	13	371	251	622	347	223	576	46	92.	391	220	611
Bowditch	11	254	277	531	233	250	483	48	91.	330	217	547
Bowdoin	12	283	317	603	262	280	542	61	90.	411	245	656
Brimmer	10	254	234	488	232	210	442	46	91.	343	151	494
Bunker Hill	11	249	273	522	229	241	470	52	90.	313	245	558
Central	5	136	75	211	127	69	196	15	93.	107	101	208
Chapman	10	312	208	520	285	189	474	46	91.	328	202	530
Charles Sumner	4	86	93	179	78	82	160	19	89.	99	79	178
Comins	16	450	410	860	417	372	789	71	92.	499	360	859
Dearborn	18	472	427	899	424	371	795	104	88.	500	410	910
Dudley (<i>Boys</i>)	8	221	185	406	205	171	376	30	93.	231	186	417
Dwight	6	134	132	266	123	117	240	26	90.	189	111	300
Eliot	14	462	223	685	427	200	627	58	92.	376	300	676
Emerson	9	256	218	474	235	197	432	42	91.	241	224	465
Everett	11	313	254	567	293	231	524	43	92.	315	300	615
Everett, Dor.	5	136	113	249	120	97	217	32	87.	137	105	242
Franklin	12	314	312	626	289	283	572	54	91.	339	294	633
Frothingham	8	196	190	386	178	168	346	40	89.	264	154	418
Gaston	9	207	221	428	199	195	394	31	92.	214	195	409
Gibson	4	88	78	166	78	62	140	26	85.	103	71	174
Hancock	16	370	441	811	345	411	756	55	93.	451	354	805
Harris	3	61	70	131	55	59	114	17	87.	75	51	126
Harvard	12	289	308	597	266	279	545	52	91.	409	246	655

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Abspec.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	94	89	183	68	80	168	15	92.	119	80	199
Lawrence . . .	21	822	259	1,081	783	241	1,024	57	95.	633	452	1,085
Lewis	11	291	265	556	263	231	494	62	89.	327	229	556
Lincoln	6	254	50	304	232	44	276	28	91.	138	172	310
Lowell	8	242	201	443	221	183	404	39	91.	280	186	466
Lyman	8	241	114	355	226	103	329	26	93.	197	169	366
Mather	4	92	99	191	80	80	160	31	84.	144	76	220
Minot	4	77	80	157	70	68	138	19	88.	90	61	151
Mount Vernon .	3	52	61	113	48	52	101	12	39.	74	50	124
Norcross	7	...	366	366	...	345	345	21	94.	192	162	354
Phillips	7	203	86	289	175	75	250	39	84.	103	193	296
Prescott	5	142	132	274	123	117	246	28	89.	197	110	307
Quincy	7	209	160	369	196	147	343	23	93.	251	125	376
Rice	7	185	153	338	171	136	307	31	91.	183	165	348
Sherwin	15	388	385	773	366	353	719	51	93.	416	328	744
Shurtleff	6	149	185	334	137	170	307	27	92.	194	130	324
Stoughton . . .	3	50	71	121	47	63	110	11	91.	95	45	140
Tileston	1	17	16	33	16	15	31	2	95.	31	8	39
Warren	7	189	184	373	173	164	337	36	90.	235	170	405
Wells	11	261	331	592	241	301	542	50	92.	337	252	609
Winthrop . . .	6	130	175	305	119	157	276	29	90.	203	106	309
Totals	403	10,694	9,217	19,911	9,860	8,472	18,122	1,739	91.	11,948	8,527	20,475

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1877.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	7	254	109	363	241	100	341	22	93.9	240	135	375
Allston	5	125	95	220	113	79	192	28	87.3	174	74	248
Andrew	7	201	174	375	185	152	337	38	89.8	276	133	414
Bennett	5	105	90	195	92	75	167	28	85.6	139	74	213
Bigelow	13	346	237	583	324	218	542	41	92.9	409	188	597
Bowditch	10	226	243	469	208	225	433	36	92.3	352	179	531
Bowdoin	12	261	235	556	237	259	496	60	89.2	408	186	594
Brimmer	10	228	220	448	211	200	411	37	91.7	330	118	448
Bunker Hill	11	231	269	500	212	242	454	46	90.8	335	230	565
Central	4	109	60	169	103	54	157	12	92.9	114	69	183
Chapman	10	303	198	501	275	180	455	46	90.8	344	155	499
Charles Sumner	5	115	115	230	104	102	206	24	89.6	144	104	248
Comins	16	450	385	835	418	349	767	68	91.6	514	338	852
Dearborn	17	451	422	873	407	370	777	96	88.1	498	400	898
Dudley (Boys)	8	205	171	376	177	165	342	34	91.5	188	179	367
Dwight	6	133	126	259	118	112	230	29	88.8	207	88	295
Eliot	14	444	205	649	411	183	594	55	91.1	365	280	645
Emerson	9	257	197	454	234	176	410	44	90.3	257	204	461
Everett	11	313	245	558	292	224	516	42	92.4	328	299	627
Everett, Dor.	6	150	124	274	134	109	243	31	88.7	182	92	274
Franklin	12	310	312	622	290	284	574	48	93.8	354	264	618
Frothingham	8	206	200	406	186	177	363	43	89.4	253	196	454
Gaston	9	192	188	380	183	170	353	27	92.9	226	171	397
Gibson	4	87	84	171	77	74	151	20	88.9	126	75	201
Hancock	16	384	398	782	356	382	738	44	94.4	436	362	798
Harris	3	58	62	120	51	52	103	17	85.8	107	44	151
Harvard	13	296	322	618	266	283	549	69	88.8	426	238	664

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	96	86	182	88	74	162	20	89.6	123	73	196
Lawrence . . .	21	802	276	1,078	777	248	1,025	53	94.9	664	409	1,073
Lewis	11	269	247	516	243	212	455	61	88.2	333	216	549
Lincoln	7	262	58	320	240	51	291	29	90.9	192	15	342
Lowell	8	231	192	423	211	172	383	40	90.5	299	177	476
Lyman	8	254	136	390	240	127	367	23	94.1	197	215	412
Mather	4	110	121	231	97	103	200	31	86.6	156	77	233
Minot	4	73	64	137	67	55	122	15	88.9	116	45	161
Mount Vernon .	3	49	51	100	46	47	93	7	93.0	60	48	108
Norcross	7	...	350	350	...	333	333	17	95.2	212	154	366
Phillips	7	182	80	262	158	67	225	37	85.9	99	181	280
Prescott	5	147	135	282	135	121	256	26	90.8	220	105	325
Quincy	7	208	156	364	193	145	338	23	92.9	255	107	362
Rice	7	185	158	343	169	142	311	32	90.7	141	122	263
Sherwin	15	370	362	732	346	330	676	56	92.3	459	273	732
Shurtleff	6	150	172	322	138	155	293	29	90.9	205	119	324
Stoughton . . .	3	49	64	113	44	57	101	12	89.0	88	45	133
Tileston	1	19	19	38	18	17	35	3	92.1	32	13	45
Warren	7	193	184	377	179	164	343	34	90.9	217	175	392
Wells	12	279	321	600	256	291	547	53	91.2	355	214	569
Winthrop . . .	6	118	168	286	109	149	258	28	90.2	184	109	293
Totals	404	10,484	8,951	19,435	9,631	8,057	17,718	1,717	91.2	12,372	7,889	20,261

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1877.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1877.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	41	66	55	49	56	114	381	72	68	90	71	80
Allston . . .	32	37	44	32	35	20	219	29	56	61	46	27
Andrew . . .	49	51	45	49	52	174	420	97	95	101	60	58
Bennett . . .	47	23	38	24	37	42	211	35	43	47	31	55
Bigelow . . .	110	110	102	87	62	140	611	69	148	174	129	91
Bowditch . .	100	87	102	50	97	111	547	80	130	120	138	79
Bowdoin . .	87	102	90	87	117	173	656	126	149	145	133	112
Brimmer . .	37	85	57	72	60	183	494	67	121	155	103	48
Bunker Hill .	62	97	91	83	78	147	558	75	111	127	109	136
Central . . .	54	59	52	13	19	11	208	11	40	56	56	45
Chapman . .	69	131	43	80	85	122	530	71	112	145	118	84
Comins . . .	117	81	126	132	153	250	859	114	197	188	188	172
Dearborn . .	131	133	113	126	188	219	910	129	168	203	189	221
Dudley (Boys)	60	79	39	35	87	117	417	47	86	98	90	96
Dwight . . .	45	46	39	53	53	64	300	42	79	68	61	50
Elliot	103	121	111	117	112	106	676	82	133	161	123	177
Emerson . .	59	95	70	93	51	97	465	55	93	93	103	121
Everett . . .	83	84	112	104	105	127	615	62	92	161	137	163
Everett, Dor.	43	27	38	21	28	85	242	47	42	48	47	58
Florence . .	29	37	23	33	23	33	178	29	33	37	39	40
Franklin . .	100	162	34	90	114	133	633	105	107	127	128	166
Frothingham	58	63	58	77	88	74	418	64	115	85	82	72
Gaston . . .	45	96	44	92	45	87	409	32	82	100	103	92
Gibson . . .	21	5	29	36	34	49	174	27	34	42	38	33
Hancock . .	105	124	110	145	113	208	805	120	183	148	160	194
Harris	23	20	33	14	19	17	126	7	32	36	25	26
Harvard, Ch.	110	90	103	108	82	162	655	83	157	169	147	99
Hillside . . .	28	25	31	29	34	52	199	43	37	34	46	34

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1877.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	173	169	171	161	107	305	1,086	159	223	250	240	214
Lewis	75	90	87	60	86	149	556	60	114	153	132	97
Lincoln . . .	64	64	7	66	54	55	310	26	61	51	81	91
Lowell	67	48	70	87	70	124	466	71	90	119	108	78
Lyman	65	54	45	55	48	99	366	42	70	85	104	65
Mather	14	38	19	26	50	73	220	40	49	55	45	31
Minot	42	26	30	19	18	16	151	26	25	39	31	30
Mt. Vernon . .	26	31	16	12	25	14	124	17	20	37	17	33
Norcross . . .	40	52	49	52	53	102	354	56	64	72	64	98
Phillips	50	76	79	33	36	22	296	23	39	41	54	139
Prescott . . .	23	64	28	42	48	102	307	66	66	65	66	44
Quincy	47	57	59	52	56	105	376	80	88	83	72	53
Rice	49	44	52	54	55	94	348	26	81	76	88	77
Sherwin	87	81	104	90	168	244	774	93	164	189	173	155
Shurtleff . . .	45	54	57	57	55	56	324	44	70	80	66	64
Stoughton . . .	16	26	31	25	21	21	140	27	44	24	27	18
Tileston	14	7	2	3	3	10	39	10	11	10	5	3
Warren	80	75	59	60	49	82	405	38	83	114	97	73
Wells	77	103	81	82	97	169	609	110	118	129	137	115
Winthrop . . .	50	51	43	55	52	58	309	51	72	89	67	39
Totals . .	2,948	3,326	2,907	3,047	3,198	5,050	20,476	2,800	4,266	4,771	4,383	4,146

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, July 31, 1877.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July 31, 1877.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	56	40	56	54	54	115	375	68	77	95	78	57
Allston . . .	37	35	29	41	28	78	248	50	57	67	56	18
Andrew . . .	56	52	57	63	92	94	414	70	100	106	82	56
Bennett . . .	36	40	22	30	23	62	213	43	41	55	36	33
Bigelow . . .	106	103	87	79	127	95	597	82	158	169	108	80
Bowditch . .	101	95	80	12	109	134	531	105	133	114	97	82
Bowdoin . .	88	87	108	66	116	129	594	119	131	139	112	93
Brimmer . .	68	53	50	56	74	147	448	61	111	158	100	18
Bunker Hill .	72	100	84	81	111	117	565	104	123	108	107	123
Central . . .	37	32	24	28	33	29	183	5	41	68	34	35
Chapman . .	72	121	47	78	80	101	499	75	114	141	101	68
Chas. Sumner	40	43	36	49	36	44	248	49	43	52	45	59
Comins . . .	110	84	163	152	115	238	852	110	192	212	184	164
Dearborn . .	143	119	131	132	161	212	898	118	177	203	201	199
Dudley (Boys)	45	50	51	93	41	87	367	41	72	75	88	91
Dwight . . .	44	43	49	51	48	60	295	56	81	70	39	49
Eliot	96	99	102	104	114	130	645	89	128	148	131	149
Emerson . .	79	70	70	81	52	109	461	81	78	101	107	94
Everett . . .	82	89	119	100	108	129	627	61	133	134	151	148
Everett, Dor.	35	20	44	31	50	94	274	76	66	52	51	41
Franklin . .	106	113	78	65	121	135	618	121	105	128	122	142
Frothingham	79	71	87	51	73	93	454	94	76	88	90	106
Gaston . . .	74	33	100	43	88	59	397	47	75	104	100	71
Gibson . . .	33	8	37	34	24	65	201	37	48	41	37	38
Hancock . .	104	113	131	125	138	187	798	122	160	184	154	178
Harris	26	27	25	16	15	42	151	31	27	49	23	21
Harvard . .	112	89	80	113	111	159	664	116	112	198	121	117
Hillside . . .	40	17	28	27	32	52	196	41	41	41	31	42

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. July 31, 1877.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	164	154	156	165	147	287	1,073	224	221	219	238	171
Lewis	83	85	81	83	75	142	549	73	113	147	127	89
Lincoln . . .	55	57	52	56	49	73	342	46	78	68	74	76
Lowell . . .	56	49	86	80	77	128	476	83	92	124	110	67
Lyman . . .	114	38	55	57	53	95	412	48	88	61	104	111
Mather . . .	16	37	25	26	47	82	233	49	50	57	42	35
Minot	26	23	30	23	19	40	161	37	38	41	20	25
Mt. Vernon .	30	20	21	20	3	14	108	10	16	34	21	27
Norcross . . .	55	47	53	47	58	106	366	61	95	56	61	93
Phillips . . .	64	71	39	41	32	33	280	29	29	41	48	133
Prescott . .	31	48	48	44	50	104	325	58	82	80	67	38
Quincy . . .	45	50	50	57	50	110	362	88	94	78	56	46
Rice	50	37	33	43	70	30	263	21	55	65	61	61
Sherwin . . .	86	78	87	87	194	200	732	105	143	211	124	149
Shurtleff . .	54	50	56	59	48	57	324	42	63	100	62	57
Stoughton . .	20	22	35	21	11	23	133	23	25	40	22	23
Tiléston . . .	14	9	. . .	. . .	11	11	45	14	7	11	10	3
Warren . . .	87	61	63	54	49	78	392	50	82	85	68	107
Wells	78	86	74	80	102	149	569	101	120	134	116	98
Winthrop . .	49	49	52	47	50	46	293	44	77	86	50	36
Totals . .	3,154	2,917	3,072	2,945	3,369	4,804	20,261	3,266	4,16	4,838	4,067	3,822

CLASSIFICATION OF PRIMARY SCHOOLS.

JULY, 1877.

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Adams	5	2	...	...	...	...	...	2
Allston . . . . .	...	1	2	1	...	1	...	...
Andrew	5	2	...	...	...	...	1	...
Bennett	2	2	...	...	1	...	1	...
Bigelow	13	...	...	...	...	...	2	2
Bowditch	9	1	...	...	...	...	2	2
Bowdoin	9	2	...	1	...	...	1	2
Brimmer	9	1	...	...	...	...	2	3
Bunker Hill . . . . .	...	8	2	1	...	...	...	...
Central . . . . .	...	...	4	...	...	...	...	...
Chapman	8	2	...	...	...	...	1	2
Charles Sumner . . . . .	...	...	4	...	...	1	...	...
Comins	11	4	...	...	...	1	2	4
Dearborn	15	2	...	...	...	...	2	4
Dndley (<i>Boys</i>)	2	6	...	...	...	...	...	2
Dwight	6	...	...	...	...	...	1	1
Elliot	12	...	2	...	...	...	2	2
Emerson	7	2	...	...	...	...	1	2
Everett	10	1	...	...	...	...	1	2
Everett, Dorchester	2	4	...	...	...	...	1	1
Franklin	7	3	1	...	1	...	1	2
Frothingham	5	2	1	...	...	...	1	1
Gaston	9	...	...	...	...	...	2	1
Gibson . . . . .	...	...	2	1	1	...	...	...
Hancock	4	10	2	...	...	...	...	2
Harris	1	1	1	...	...	...	1	...
Harvard	9	3	1	...	...	...	2	2

CLASSIFICATION OF PRIMARY SCHOOLS.— *Continued.*

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Hillside . . . . .	...	...	4	...	...	...	...	...
Lawrence	19	2	...	...	...	...	3	5
Lewis	1	4	4	1	...	1	...	1
Lincoln	6	...	...	...	1	...	1	1
Lowell	2	3	2	...	...	1	...	...
Lyman	6	1	1	...	...	...	1	2
Mather	2	2	...	...	...	...	...	1
Minot	1	1	2	...	...	...	1	...
Mt. Vernon . . . . .	...	...	...	2	...	1	...	...
Norcross	7	...	...	...	...	...	1	2
Phillips . . . . .	...	4	2	...	1	...	...	...
Prescott . . . . .	...	1	4	...	...	...	...	...
Quincy	7	...	...	...	...	...	1	2
Rice	7	...	...	...	...	...	1	1
Sherwin	6	8	...	...	1	...	...	3
Shurtleff	6	...	...	...	...	...	1	1
Stoughton	1	1	1	...	...	...	1	...
Tileston . . . . .	...	...	...	1	...	...	...	...
Warren	2	2	2	...	1	...	1	1
Wells	9	2	...	...	1	...	1	3
Winthrop	6	...	...	...	...	...	1	1
Totals	248	90	44	8	8	6	41	63

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund :—

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1868.....	43,109	\$11,545 13
1869.....	42,624	8,171 38
1870.....	46,301	7,226 79
1871.....	45,970	12,015 14
1872.....	46,144	9,363 24
1873.....	48,001	8,920 19
1874.....	56,684	8,597 14
1875.....	60,255	.....
1876.....	58,636	.....
1877.....	58,034	.....

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the PUBLIC DAY SCHOOLS, of all grades, for ten years, ending July, 1877 :—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1867-68	32,885	30,399	92.7
1868-69	33,535	31,126	93.3
1869-70	35,164	32,463	92.3
1870-71	36,174	33,464	92.5
1871-72	36,234	33,502	92.4
1872-73	35,930	33,143	90.9
1873-74	44,942	41,613	92.6
1874-75	44,984	41,606	92.5
1875-76	46,098	42,797	92.8
1876-77	46,839	43,466	92.8

The following Table shows the aggregate of the average whole number and attendance of the pupils of the NORMAL and HIGH SCHOOLS, for ten years, ending July, 1877:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1867-68	1,050	977	95.7
1868-69	1,064	1,025	95.7
1869-70	1,283	1,230	95.9
1870-71	1,501	1,430	95.2
1871-72	1,640	1,553	93.8
1872-73	1,745	1,648	92.9
1873-74	2,072	1,967	94.9
1874-75	2,180	2,067	94.8
1875-76	2,173	2,062	94.8
1876-77	2,162	2,047	94.7

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July, 1877:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1867-68	17,450	16,362	93.1
1868-69	18,043	16,963	93.9
1869-70	19,028	17,807	93.2
1870-71	19,565	18,312	92.3
1871-72	19,760	18,500	92.8
1872-73	19,267	17,973	93.2
1873-74	23,863	22,417	93.9
1874-75	23,971	22,502	93.8
1875-76	24,329	22,867	93.9
1876-77	24,837	23,843	93.9

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending July, 1877:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1867-68	14,385	13,060	89.3
1868-69	14,384	13,101	90.4
1869-70	14,739	13,330	90.4
1870-71	14,977	13,614	89.4
1871-72	14,716	13,351	89.8
1872-73	14,790	13,418	90.0
1873-74	18,867	17,100	90.6
1874-75	18,665	16,889	90.4
1875-76	19,439	17,728	91.0
1876-77	19,673	17,920	91.1

The following Table shows the number of PRIMARY SCHOOLS, the average number, and the average attendance to a school, for ten years, ending July, 1877:—

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1867-68	303	47.4	43.1
1868-69	307	46.8	42.6
1869-70	323	45.9	41.2
1870-71	327	45.8	41.6
1871-72	325	43.9	39.8
1872-73	340	43.5	39.4
1873-74	416	45.3	41.1
1874-75	414	45.1	40.8
1875-76	423	45.4	41.3
1876-77	404	48.7	44.3

ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last twenty-three financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July, 1877.

Financial Year.	No. of Schola's.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854-55..	23,439	\$222,970 41	\$9.51	\$62,950 50	\$2.66	\$12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68*.	32,885	548,615 90	18.61	224,090 51	7.60	26.21
1868-69†.	35,406	719,628 04	20.32	263,048 96	7.43	27.75
1869-70*.	38,414	720,960 65	19 40	226,451 95	6.09	25.49
1870-71..	38,220	816,344 66	21.36	315,254 70	8.25	29.61
1871-72..	38,706	863,658 81	22.31	352,920 84	9.12	31.43
1872-73..	38,815	929,852 41	23.96	362,620 50	9.34	33.30
1873-74*.	48,543	1,015,572 72	23.29	403,484 32	9.25	32.54
1874-75..	48,400	1,217,008 92	25.14	474,874 68	9.81	34.95
1875-76..	49,423	1,235,375 24	24.99	470,830 68	9.53	34.52
1876-77..	50,567	1,211,796 67	23.96	467,957 52	9.25	33.21

* Expense of annexed districts reckoned for four months.

† Evening School pupils included after this year.

TOTAL EXPENDITURES.

Table showing the net TOTAL expenses of the city, for Education, for twenty-three years, from May 1, 1854, to April 30, 1877, inclusive.

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditures.
1854-55.....	\$222,970 41	\$62,350 50	\$103,814 73	\$389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,300 82	172,520 76	200,532 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870-71.....	816,344 66	315,254 70	443,679 71	1,575,279 07
1871-72.....	863,658 81	352,920 84	97,800 68	1,314,380 33
1872-73.....	929,852 41	362,620 50	454,230 34	1,746,720 25
1873-74*.....	1,015,572 72	403,484 32	446,663 25	1,865,720 29
1874-75.....	1,217,008 92	507,364 69	356,663 74	2,081,043 35
1875-76.....	1,235,375 24	502,259 03	277,746 57	2,015,380 84
1876-77.....	1,211,796 67	467,957 52	136,861 30	1,816,615 49

* Expense of Wards 17, 19, 20, 21, 22, only from January 1, 1874, to April.

REPORT

OF

COMMITTEE ON DRAWING.

R E P O R T.

At a meeting of this Board, held May 8th, an order was submitted by the Chairman of the Committee on Salaries, by which the Committee on Drawing was requested to "consider the advisability of reducing the number of special instructors in Drawing in the Public Schools, and report thereon at the first regular meeting of the Board in June." In accordance with this order, the committee has carefully considered the subject in all its bearings, and in the light of special information prepared for its use has concluded that any such reduction, at the present time, is highly undesirable, and would be absolutely detrimental to the best interests of a study whose importance in school education is every year more and more widely acknowledged. As at least three quarters of the children in our public schools are destined to get their living in industries which demand a knowledge of Drawing, it behoves those who are appointed to take charge of this branch of instruction to do what they can to enlighten those who, from a want of knowledge of facts, are inclined to advocate changes.

In an address delivered before the Brooklyn Board of Education a few months since, Mr. John Cullyer said that there are now four fundamental studies required to fit children for practical life, namely: —

1. Reading, because it is the means of teaching and acquiring knowledge.

2. Writing, because it is the means of expressing knowledge.

3. Arithmetic, because it is the means of computing knowledge and values; and,

4. Drawing, because it is the language of form in every branch of industry, from the most simple to the most complex.

"A boy or girl who can draw," said Mr. Cullyer, "has acquired *one* qualification for *nine-tenths* of the occupations into which all labor is divided." These words sufficiently set forth the importance of Drawing as a study and fix its claims upon public support.

The hearty commendations given to our system of teaching Drawing by the Superintendents of Public Schools at St. Louis and Milwaukee, as well as by our own Superintendent, in letters from which extracts appear in the last Annual School Report, give us ground for believing it to be efficient; and the testimony which these letters afford, that in the opinion of men best qualified to judge, Drawing, so far from interfering with other studies, such as writing, arithmetic, geography, etc., is of positive assistance to them, fairly disposes of a ground of attack which persons who do not appreciate its wide bearings are prone to take.

The sort of Drawing which we teach is no amusement, or special branch of culture, neither does it require any peculiar artistic aptitude. It should rather be called Graphic Science than Art Education,

as it is based on geometry, and is of a thoroughly practical nature. It is equally indispensable as a basis for such knowledge as is needed in all industries, and for that higher knowledge required in the arts of design. From the nature of our public schools, we treat Drawing in them from its utilitarian side, and are able only in a very limited degree to blend the æsthetic with the purely practical. The former is, however, not lost sight of in the upper classes of the Grammar and High Schools, and, indeed, is recognized as a principle in our system of instruction, which, throughout, teaches how to combine forms into patterns, first formed of geometrical elements, and then of plant forms. Thus it has a bearing upon the manufacturing interests of this community, and these can only be vivified by the cultivation of public taste. By and by many of the young minds, for whose training we are responsible, will have to deal with those interests, and it will be in obedience to the impulse given to them in our public schools that they will either raise or degrade them. As a matter of material gain, this question of uniting art and industry is now looked upon all over the world as paramount. The material argument in favor of it is epitomized in a story told by Mr. Dresser, the well-known English writer, in a lecture delivered before the Pennsylvania Museum of Industrial Art last autumn. "I remember," he said, "a lecturer on art at the old Central School of Design in London, showing three marmalade pots, in each of which a pound of the best Dundee marmalade was sold. The first, a plain jar, cost 14 cents; the next,

which had a thistle embossed on its side, but the jar was still white, cost 18 cents; while the third, which was decorated with a colored spray of the orange, was worth 24 cents. Yet neither decorated jar cost the maker two cents more than the plain one. Art, then," said Mr. Dresser, "has a commercial or money value."

This is not the place to dwell upon these lower, or upon the higher objects of art education, and we have, perhaps, trespassed already too much on the patience of the Board in the above hasty remarks. We desire now, in a few words, to set forth the special object of this Report, namely, why the Committee on Drawing recommends the reelection of all the special instructors for the ensuing year.

The strong reason against any reduction in their number is this, that the regular teachers are not yet competent to teach Drawing without help. That this is so, and is known to be so by the masters who have the best opportunity for forming a judgment, is easily shown as follows:—

Last year the Drawing Committee asked all those masters who desired the services of a Special Instructor, to say so under their respective signatures. Thirty-three said *Yes*, and their request was complied with. This year the same question has been addressed to them, and forty-eight have answered in the affirmative, plainly showing that the fifteen who endeavored to get along without assistance have found it impossible to do so. With the additional demand which must be met, the Drawing Committee should rather ask for the appointment

of another instructor, than recommend the removal of one of those now employed. To give these forty-eight schools the supervision which they need, we have nominally five special instructors; but, as Mr. Hitchings is exclusively employed in the English High School, and Mr. Nutting in the Roxbury High School, we have in fact, but three,—Messrs. Barry and Baker, and Miss Bailey. During the past year the first has supervised fourteen Grammar Schools, and taught regularly in the Latin and West Roxbury Schools three mornings in the week; the second has supervised eleven Grammar Schools, taught in the Charlestown and Brighton High three mornings in the week, and has visited Deer Island once a month; while the third has supervised eleven Grammar Schools and taught in the Dorchester High and the Girls' High three mornings in the week. Besides all this, the same instructors are bound to pay tri-monthly visits to the Primary Schools. How they are to do any more work, in the number of hours at their disposal, it is difficult to conceive. The committee will, perhaps, be under the necessity of making some new arrangement in regard to Mr. Hitchings, which would be a misfortune, as he is much needed at the English High School.

Those members of the Board who desire, for economical reasons, to see a reduction made in the number of special instructors, will reasonably ask, Is this state of things to continue indefinitely? The committee answer that the possibility of a future change rests in their hands. Let the Board make attendance upon the lectures given every year to the

teachers of all grades, by the Director of Drawing and the Master of the Normal School, obligatory, and the first step will have been taken towards the desired end.

To show that this measure is necessary, it is only necessary to submit the following figures:—

Out of 1,029 teachers,—

191 have passed no examination.

32 “ “ in one subject.

81 “ “ in two subjects.

184 “ “ in three subjects.

129 “ “ in four subjects.

412 “ “ in five subjects.

1,029

These figures show that considerable less than half the teachers have obtained certificates of competency to teach the whole course of Drawing as laid down in the programme. At first sight it may seem hard to oblige persons who have so little time which they can call their own, to give up any portion of it to study; but there is really no choice in the matter if the city wishes to diminish the amount of Special Instruction in Drawing and in Music. If these branches are to be taught in the schools, they must be well taught, and although many of the teachers have attended the lectures given for their benefit with conscientious diligence, there are still many who never have, nor will do so, while the choice is left in their hands.

Fully impressed with the necessity of the case, the

Drawing Committee recommends the adoption of the following order:—

Ordered, All teachers who have not yet passed their examinations in *those branches of Drawing* appointed to be taught *in the grade of school to which they belong* are required, unless specially excused, to attend the lectures given to Primary, Grammar and High School Teachers, by the Director of Drawing and the Master of the Normal School, until they shall have obtained certificates of their competency to give instruction according to the programme.

On behalf of the Drawing Committee,

CHARLES C. PERKINS,
Chairman.

June 12, 1877.

COURSES OF STUDY
IN THE
BOSTON PUBLIC SCHOOLS.

1877.

COURSES OF STUDY.

NORMAL SCHOOL.

The course of study in this school is arranged for one year, and is as follows : —

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.
4. Physics and Natural History, with reference to Objective Teaching.
5. Language : its history, acquisition and analysis.
6. Grammar-School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and Practice in the Primary and Grammar Departments of the Training School.

It is expected that pupils of good ability and good health, who are constant in their attendance, and who devote themselves earnestly and exclusively to their school duties, will be able to complete this course in one year.

PUBLIC LATIN SCHOOL.

FIRST YEAR.

Latin. — 1. Forms. 2. Translating into English easy Latin sentences and the Reader. 3. Vocabulary and turning English into Latin (sentences like those in the Reader).

English. — 1. Reading aloud from (1) Hawthorne's Wonder Book and Tanglewood Tales, and G. W. Cox's Tales of Ancient

Greece; (2) Harriet Martineau's Crofton Boys; (3) Scott's and Holmes's poems. 2. Recitation of poems selected from Scott and Holmes. 3. Exercises to secure (1) correct enunciation, (2) distinct articulation, (3) right accent. 4. Spelling words in common use and in the reading lessons. 5. Writing from dictation with special attention to (1) capitals, (2) punctuation, (3) paragraphs, and (4) the correct forms of nouns and pronouns to express gender, number, and case.

History. — (Reading Tales of Ancient Greece. [See "English."])

Geography, to end as early as March 31. — Geikie's primer of physical geography (supplemented by oral instruction). 2. Principles of Mathematical Geography. 3. Explanation of geographical terms.

Natural Science, to begin as early as April 1. — Physiology: Macé's history of a mouthful of bread.

Mathematics. — Written arithmetic: 1. Review of the four fundamental rules. 2. Decimal and vulgar fractions. 3. Compound numbers (including the metric system). Mental arithmetic: parallel with the written.

Drawing. Music. Penmanship. Gymnastics and military drill.

SECOND YEAR.

Latin. — 1. Forms and syntax. 2. Viri Romæ. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those in Viri Romæ). 5. Recitation of Latin.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Tom Brown's School Days at Rugby, by Thomas Hughes; (3) Goldsmith's and Whittier's poems. 2. Recitation of poems selected from Goldsmith and Whittier. 3. Pronunciation (Soule's Hand-book). 4. Spelling words in the lessons in reading and geography. 5. Writing from dictation with special attention to (1) punctuation, (2) syllabication, (3) correct forms of adjectives and adverbs to express comparison, and of verbs to express voice, mood, tense, number, and person.

History. — (Reading lives of famous Greeks. [See "English."])

Geography, to end as early as March 31. — 1. General physical

features of the continents, with outline map-drawing. 2. Distribution of plants and animals, with their uses.

Natural Sciences, to begin as early as April 1. — Botany: Gray's How Plants Grow.

Mathematics. — Written arithmetic: 1. Percentage. 2. Reckoning of time. 3. Simple and compound interest. Mental arithmetic: parallel with the written. Geometry: Oral instruction in connection with the lessons in drawing to give the mind clear and distinct conception of form.

Drawing. Music. Penmanship. Gymnastics and military drill.

THIRD YEAR.

Latin. — 1. Forms and syntax. 2. Phædrus, and Justin's life of Alexander the Great. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those of Justin). 5. Recitation.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) *Two Years Before the Mast*, by Richard H. Dana, Jr.; (3) Byron's and Longfellow's poems. 2. Recitation of poems selected from Byron and Longfellow. 3. Exercises in elocution, with special attention to developing the voice. 4. Spelling words in the lessons in reading, geography, and natural science. 5. Writing from dictation, with special attention to (1) punctuation, (2) abbreviations, and (3) syntax (solecisms illustrated and corrected).

French. — 1. Forms and pronunciation. 2. At the outset, easy French translated into English, with help of teacher and dictionary (*Contes des fées*, par Perrault; or, *Jean qui grogne*, par Mme. de Ségur). 3. Vocabulary and turning English into French.

History. — (Reading lives of famous Greeks. [See "English."])

Geography, to end as early as March 31. — Physical, political, and historical geography; (1) early condition of the inhabitants of the earth as to occupations and governments; (2) first steps in civilization; (3) study of Greece, Italy, Spain and Portugal, Northern Africa, and islands of the Mediterranean.

Natural Sciences, to begin as early as April 1.—Botany: Gray's *How Plants Grow*. Reading of Gray's *How Plants Behave*.

Mathematics.—Written arithmetic: 1. Discount and present worth, and "problems" in interest. 2. Profit and loss. 3. Partnership and other simple applications of the principles of percentage. Mental arithmetic: parallel with the written. Geometry: Hill's *First Lessons*, supplemented by oral instruction. (Drawing lessons kept in view.)

Drawing. Music. Penmanship. Gymnastics and military drill.

FOURTH YEAR.

Latin.—1. Forms and syntax. 2. Nepos's life of Miltiades, Themistocles, Aristides, Alcibiades, Epaminondas, and Hannibal. 3. Translation of Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Nepos). 5. Recitation.

English.—1. Reading aloud (1) some of Plutarch's lives of famous Romans; (2) De Foe's *Robinson Crusoe*; (3) Macaulay's *Lays of Ancient Rome*, Campbell's and J. R. Lowell's poems. 2. Recitation of Macaulay's "Lays" and of selections from Campbell's and J. R. Lowell's poems. 3. Exercises in elocution with a special attention to improving the quality of the voice. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. (1) Punctuation (A. S. Hill's rules). (2) Writing abstracts of Plutarch's lives (abstracts to be criticised by the teacher and corrected by the pupil).

French.—1. Forms, pronunciation, and syntax. 2. Translation into English (Robinson Suisse, par Wyss; or, Batavia, par Conscience). 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History.—History and geography of Ancient Greece. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31.—(4) Study of France, Great Britain, Central and Northern Europe; (5) Study of Russia and Russian possessions in Asia; Middle Asia, China, Japan, and India; (6) the Ottoman Empire—except the part in North Africa.

Natural Sciences, to begin as early as April 1.—Zoölogy: Morse's *Zoölogy*.

Mathematics. Written arithmetic:—1. Ratio, simple and compound proportion (same examples worked by analysis). 2. Evolution. 3. Involution: square and cube root, with easy applications. Mental Arithmetic: parallel with the written. Geometry: Lowell's Science of Form (first seventy pages or more).

Drawing. Music. Penmanship. Gymnastics and military drill.

FIFTH YEAR.

Latin.—1. Forms, syntax, and prosody. 2. Cæsar's Gallic War, I.–IV.; Ovid (2,000 lines). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cæsar). 5. Recitation.

English.—1. Reading aloud (1) some of Plutarch's lives of famous Romans; (2) one of Scott's novels; (3) Gray's, Pope's, and Bryant's poems. 2. Recitation of poems selected from Gray, Pope, and Bryant. 3. Exercises in elocution, to secure natural and correct expression. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. Writing abstracts of Plutarch's lives (abstracts to be criticised and corrected).

French.—1. Forms, pronunciation, and syntax. 2. Voltaire's History of Charles XII. 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History.—History and geography of Ancient Rome. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31.—(7) Study of America (early settlements); (8) United States, and other countries of North America.

Natural Sciences, to begin as early as April 1.—Zoölogy: Morse's Zoölogy and Agassiz's Sea-side Studies (supplemented by oral instruction).

Mathematics.—Arithmetic: reviews and examples. Algebra: 1. Tower's intellectual. 2. Written Algebra, begun. Geometry: Oral instruction aiming to develop the power of discovering truths, and proving propositions. (No text-books allowed.)

Drawing. Gymnastics and military drill.

SIXTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2. Ovid (2,000 lines); Sallust's Catiline. 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Sallust). 5. Recitation.

Greek. — 1. Forms and syntax. 2. Translating into English easy Greek sentences, and part of the Reader or of the Anabasis. 3. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis).

English. — 1. (1) Translating aloud Ovid and Sallust at the recitation in Latin; (2) reading through (but not aloud) a few speeches or orations of Webster and Fox, and reading from Prescott's and Irving's works; (3) also from Tennyson's and Wordsworth's poems. 2. Recitation of poems selected from Tennyson and Wordsworth. 3. Speaking pieces from Webster's and Fox's speeches or orations, and reading aloud extracts from Prescott's and Irving's works. 4. Good translations from Latin, written out with care, and, if necessary, re-written after correction.

French. — 1. Forms, pronunciation, and syntax. 2. Duruy's history or a part of Guizot's history of France. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History of Germany and France, with a review of their geography. [See "French."]

Geography, to end as early as March 31. — (9) Study of South America, West Indies, etc.; (10) Africa, except Northern; (11) Australia and Pacific islands. — Reviews.

Natural Sciences, to begin as early as April 1. — Botany: Gray's School and Field-Book.

Mathematics. — Arithmetic: 1. Reviews and examples. 2. Duodecimals. 3. Circulating decimals. 4. Series (also in algebra). Algebra: Written algebra finished and reviewed. Geometry: The first nine chapters of Pierce's, or their equivalent in Chauvenet's.

Gymnastics and military drill.

SEVENTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2. Virgil's *Æneid* I.-VI. and *Eclogues*. 3. Latin at sight. 4. Vocabulary and turning English into Latin. 5. Recitation.

Greek. — 1. Forms and syntax. 2. Translating a part of the Reader or of the *Anabasis*. 3. Writing from dictation. 4. Vocabulary and turning English into Greek (sentences like those in the Reader or the *Anabasis*).

English. — 1. (1) Translating aloud Virgil and Sainte-Beuve at the recitations in Latin and French; (2) reading through a few of Everett's and Pitt's speeches or orations, and reading from Addison's and Steele's essays; (3) selections from Milton, critically studied. 2. Recitation of selections from Milton. 3. Speaking pieces from Everett's and Pitt's speeches or orations, and reading aloud extracts from Addison's and Steele's essays. 4. Writing translations from French and Latin, and writing compositions on subjects read about.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Sainte-Beuve. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Grammar and exercises. 2. Translation. 3. Vocabulary and turning English into German.

History. — History of England, with a review of its geography.

Mathematics. — Arithmetic: 1. Reviews and more difficult examples. 2. Equation of payments. 3. Mensuration. Algebra: Reviews and examples; application of algebraic forms to arithmetic. Geometry: Plane geometry, finished and reviewed.

Gymnastics and military drill.

EIGHTH YEAR.

Latin. — 1. Forms and syntax. 2. Cicero (eight orations and Cato Major). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cicero). 5. Recitation.

Greek. — 1. Forms, syntax, and prosody. 2. Translation of the Reader or of the *Anabasis*, completed. 3. Homer (*Iliad* I.-III.). 4. Translation of Greek at sight. 5. Vocabulary and

turning English into Greek (sentences like those in the Reader or the Anabasis). 6. Recitation.

English. — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) reading through a few of Sumner's and Burke's speeches; (3) three plays of Shakespeare, carefully studied. 2. Recitation of selections from Shakespeare. 3. Speaking pieces from Sumner's and Burke's speeches. 4. Writing compositions.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Taine's English Literature. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History. — 1. History of United States, with a review of its geography. 2. General review.

Mathematics. — 1. Logarithms and plane trigonometry; with examples in arithmetic, algebra, and geometry, during the first half of the year. 2. Mechanics; with examples applying arithmetic, algebra, geometry, and trigonometry, during the second half of the year.

Gymnastics and military drill.

N. B. — Two days of the week in the last half of the eighth year will be devoted to reviews and to practice on examination questions.

SUPPLEMENTARY STUDIES.

Latin. — 1. Livy (two books); Horace's Odes and Epodes; Cicero de Amicitia and de Republica. 2. Latin at sight. 3. Turning English into Latin. 4. Recitation.

Greek. — 1. Plato (Apology and Crito); Homer (Iliad IV.—VIII., or Odyssey IV. and IX. to XII). Euripides (Alcestis). 2. Xenophon at sight. 3. Writing Greek. 4. Recitation.

English. — 1. (1) Translating aloud from the Greek, Latin, and French authors at the regular recitations; (2) translating a few of Cicero's Philippics; (3) the study of Shakespeare continued. 2. Recitations of selections from Shakespeare. 3. Speaking pieces from the translated Philippics of Cicero. 4. Writing compositions.

French. — Racine and Molière. 2. Reading French at sight. 3. Vocabulary and turning English into French. 4. Recitation.

German. — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History. — General history. Studied by periods.

Natural Sciences, to begin as early as April 1. — Physics: 1. Selections from astronomy. 2. Motions of liquids and gases. 3. Advanced mechanics (*i. e.*, beyond last year's limit).

Mathematics. — 1. Solid geometry. 2. Examples in navigation and surveying. 3. Plane and analytic geometry.

UNIFORM COURSE OF STUDY FOR THREE YEARS FOR THE HIGH SCHOOLS.

(See Note *a.*)

FIRST YEAR.

English and History. — Five hours till March 1st. Three hours after March 1st. English: (1) Brief accounts of certain authors, with the study of some of their best works. (2) Reading aloud, reciting or speaking selections in prose and poetry from the authors. (3) Elementary exercises in writing English, including practical applications of Grammar. Ancient History. (See note *b.*)

Languages. — Five hours till March 1st. Three hours after March 1st. Latin, or French, or German. (See note *c.*)

Mathematics. — Five hours. Arithmetic, including practical instruction in the Metric System, and an introduction to Geometry (one hour). Algebra (four hours).

Sciences. — Four hours after March 1st. Botany.

SECOND YEAR.

English and History. — Four hours. English: (1) Brief accounts of authors, etc., as first year. (2) Reading aloud, etc., as first year. (3) Principles of rhetoric and their application to writing English, with exercises to increase the vocabulary. Mediæval History. Modern History begun.

Languages. — Three hours. The same language, continued.

Mathematics. — Five hours. Algebra finished. Plane Geometry and Plane Trigonometry. Book-keeping.

Sciences. — Three hours. Physics.

Electives. — Botany continued instead of Book-keeping. (See note e.)

THIRD YEAR.

English and History. — Five hours. English: (1) Selections from Milton and Shakespeare studied critically. (2) Reading aloud, etc., as before. (3) Writing Essays. Modern History. Civil Government.

Languages. — Four hours. The same language, continued (one hour). Latin, French, or German begun (three hours). (See note c.)

Mathematics. — Two hours. Solid Geometry. Arithmetic reviewed, considered as a science.

Sciences. — Five hours. Physics (two hours). Chemistry (two hours). (See note d.) Descriptive Astronomy (one hour).

Electives. — Zoölogy (including Human Anatomy and Physiology) instead of Mathematics. (See note e.)

NOTE a. — Five sessions a week, divided into twenty-five hours of working time, such "hours" being about fifty minutes long, to allow time for recesses. Five hours a week (one daily) reserved for study, in first and second years; four hours reserved in the third year. One hour a week given to music. Two hours a week given to drawing. Two hours a week given to military drill (boys)—calisthenic (girls). Fifteen hours a week given to recitation in first and second years; sixteen hours in third year.

NOTE b. — In the opinion of the Supervisors, a course of History, for the High School, should be philosophically arranged, though it must necessarily be brief. It should trace the successive steps in the development of nations, with their progress in civilization, and should associate the geography of a country with its history. This plan, however, does not preclude the proper recognition of the relation between the history and literature of a period, as pupils pursue their study of *English*. By their previous course in the History of England and of the United States, in the Grammar Schools, they should be prepared to perceive and to follow out this important connection.

NOTE c. — The choice of a language must be subject to the approbation of the Principal.

NOTE d. — One study-hour will be used in the Chemical Laboratory.

NOTE e. — Wherever a choice of studies is offered, a pupil cannot take the elective without the approbation of the Principal. All boys who intend to take a fourth year's course in the English High School will be required to take the full mathematical course. All members of the English High School may be required to take Solid Geometry and Book-keeping.

Music. — The High School Music Reader is the text-book for both Mixed and Boys' High Schools.

Muller's Part Songs are used in the Girls' High School.

FIRST YEAR, OR JUNIOR CLASS.

Practice in singing at sight. Instruction in musical theory, the intervals and writing of scales, in both the G and F clefs. Study of the various forms of the Minor Scale. Writing under dictation. Explanation of musical terms in common use. Vocal culture and study of Part Songs.

SECOND YEAR, OR MIDDLE CLASS.

Continued practice of singing at sight. Inversion of intervals. Writing under dictation. Musical expression. Management of the voice. Study of Part Songs.

THIRD YEAR, OR SENIOR CLASS.

Elementary harmony. Major and Minor Triads, and their inversions. Chord of the Seventh and its inversions. Practice in writing out simple figured basses. Study of Part Songs, and analysis of the same.

THIRD CLASS, OR JUNIORS.

Drawing. — The lowest class in the High Schools is to be instructed in the elements of perspective, in Perspective book No. 1, and the practice of model and object drawing from the solid object, with applied design in blank books. The perspective and design to be worked out by mechanical means, the object drawing to be wholly freehand. The models to be shaded or relieved with half tint of different depths. Perspective from September to February. Model drawing and design from February to July.

SECOND CLASS, OR MIDDLE.

A further study of the principles of perspective drawing is to be followed by the second class in the first half of the year, Book No. 2 being the text-book. This is to be supplemented during the second half of the year by model drawing from the object, and applied design for common objects or simple forms in either outline, half tint, or by shading.

FIRST CLASS, OR SENIORS.

Drawing of historical ornament from cast and copy, in tint and color. Original design for manufacturers. Painting and drawing from nature. Machine drawing and building construction and architecture (in the boys' classes). Study of the human figure.

GRAMMAR SCHOOLS.

SIXTH CLASS.

STUDIES.

Reading. — The Franklin Fourth Reader, all the pieces ; special attention to fluency of utterance, distinctness of articulation, correctness of pronunciation, and the points and marks of punctuation ; practise on the exercises in the introduction ; the spelling and defining lessons to be omitted.

Spelling. — Through the spelling-book, omitting the exercises for writing, each lesson being *read* by the class before it is given out for study ; a sentence from the reading-lesson written daily from dictation.

Writing. — Three writing-books, — numbers one, two, and three, — with analysis of letters.

Arithmetic. — Written arithmetic through the operations of the ground rules and reduction, with simple practical questions, involving small numbers ; mental arithmetic carried along in connection with written, the same topic in both kinds being taught at the same time [sections first and second].

Geography. — Reading half through the primary text-book, with conversational illustrations ; rudiments of map-drawing, showing how geographical objects are represented by symbols, taking as subjects for practice the school-room, the school-yard, the Common, the Public Garden, and the outline map of the State ; the Globe used to illustrate the form, magnitude, and rotation of the earth, the position of the axis, poles, zones, and principal circles.

Grammar. — Oral instruction in distinguishing the noun, the adjective, and articles ; exercises in correcting common grammatical errors ; practice in the use of capitals.

Composition. — Letter-writing on the slate once a week.

Music. — Music Charts (Second Series). Practise exercises and songs in the first twenty pages of the Charts, and also those in the first thirty-three pages of the Second Music Reader. Practice in writing continued. Attention should be given to evenness and purity of tone.

Drawing. — Pupils will be taught to draw on paper the elements of form, lines, angles, figures; also the division of lines into equal or unequal parts. In the first half of the school-year, from September to February, the Freehand book No. 1 will be completed, exercises in dictation and memory drawing being worked on the blank pages. From February to July the same book will be reviewed, the definitions and divisory exercises being more thoroughly learnt by repetition, and also to give the pupils advanced from the Primary Schools the opportunity of drawing the first part of the grammar course. The blank pages will be employed for elementary designs during the second half of the school-year.

Vocal and Physical Culture. — Exercises as contained in Monroe's Manual — ten minutes each session.

Oral Instruction. — Weights and measures, and articles of clothing and food. Conversations on the reading-lessons, as follows: Lessons 7, 11, 26, 42, 43, 44, 51, 52, and 58.

Morals and manners. — By anecdotes, examples, and precepts, and by amplifying and applying the hints and suggestions relating to these topics contained in the reading-lessons.

FIFTH CLASS.

STUDIES.

Reading. — The Franklin Intermediate Reader, all the pieces; practise on the exercises in the introduction on articulation, pronunciation, accent, emphasis, and inflection, and attention to their application in the reading-lessons; the defining-lessons to be omitted.

Spelling. — Through the spelling-book, with definitions of words from page 109 to page 130, omitting the exercises for writing; a sentence from the reading-lesson written daily from dictation.

Writing. — Four writing-books, — numbers one, two, three and four, — with analysis of letters.

Arithmetic. — Written arithmetic, vulgar fractions and decimal fractions, with simple practical questions involving small numbers ; mental arithmetic carried along in connection with written, the same topic in both kinds being taught at the same time [sections third and fourth].

Geography. — Reading of the text-book, with conversational illustrations completed ; drawing of outline maps from memory, of each of the New England States ; use of the Globe continued.

Grammar. — Oral lessons on distinguishing the parts of speech, completed ; correcting errors ; sentence-making.

Composition. — Letter-writing on paper once in two weeks, with occasional abstracts of geography lessons.

Music. — Review work of sixth class. Take the reversed side of Charts from No. 21 to 40, inclusive, and practise the chromatic scale with syllables, scale and pitch names. Songs at the option of the teacher. Practise in writing both diatonic and chromatic scales. Directions given how and when to breathe. Avoidance of audible breathing.

Drawing. — From September to February the practice of the pupils will be confined to geometrical drawing of definitions and simple problems, and elementary design on the blank pages ; and from February to July, Freehand book No. 2, with designs in blank pages. The geometrical work and the design is to be accurately done by use of ruler and compasses ; but neither of these implements is to be used in the freehand practice.

Vocal and Physical Culture, as in the preceding class.

Oral Instruction. — The national flag, the national and State [Mass.] coat of arms ; the parts of a vessel, with the distinctions between the different kinds of sailing vessels, and between the different kinds of steam vessels ; biographical sketches of Washington and Franklin.

Morals and Manners, as in the preceding class.

FOURTH CLASS.

STUDIES.

Reading. — Franklin Fifth Reader, through reading lessons, Part I., with special reference to their meaning and the informa-

tion they contain; definition lessons at the end of the pieces, with exercises in introductory treatise.

Spelling. — Through the spelling-book; in the exercises for writing, the words italicized to be written from dictation, the phrases and sentences in which they occur being read by the teacher in order to indicate their meaning and application; a sentence from the reading-lesson written daily from dictation.

Writing. — Four writing-books, — numbers two, three, four and five, — with analysis of letters.

Arithmetic. — Written arithmetic, federal money and compound numbers, with questions as in fifth class; mental arithmetic carried along in connection with written, the same topic in both kinds being taught at the same time [sections fifth and sixth].

Geography. — A general view of the geography of the world, with Mercator's map and the Globe, — the oceans, seas, and principal gulfs and bays; the continents, grand divisions, and largest islands; the most important ranges of mountains, with the plateaus and low plains; the water-sheds, chief rivers and lakes, with their basins; map-drawing, from memory, of the map of the United States, as a whole, by progressive steps.

Grammar. — Oral lessons on modifications of nouns, pronouns, adjectives, verbs, and adverbs; correcting errors, sentence-making.

Composition. — On paper once in two weeks, abstracts of oral lessons, alternating with letter-writing.

Music. — Third series of Charts. Knowledge of scale and staff intervals. Singing in different keys up to three sharps and four flats, by numerals, pitch names, and syllables. Practice of the first twenty numbers of these Charts, and also of the first 22 pages of the Third Reader.

Drawing. — From September to February the pupils are to be taken through the Geometry book No. 2, the teachers employing blank paper in the book for exercises in design. As part of the latter the enclosing geometric forms should be dictated by the teacher, the pupils working from the oral description only.

From February to July the Freehand book No. 3 is to be begun and completed, with four elementary designs of the blank pages. In the fourth class the teacher should require some degree of accuracy in the geometrical problems and nicety in workmanship, both in the design and freehand sections of the course.

Oral Instruction. — Rectangular and spherical solids ; buildings, the different kinds, and the materials used in their construction ; object lessons on ten metals, ten specimens of the most useful woods, and on ten kinds of rocks.

Morals and Manners, Vocal and Physical Culture, as in the preceding class.

THIRD CLASS.

STUDIES.

Reading. — Hillard's Franklin Fifth Reader, reading-lessons, Part II., completed in the manner prescribed for the preceding class.

Spelling. — Spelling-book reviewed by selecting words to be written from dictation twice a week, no lessons being given out for study ; a sentence from the reading-lesson written daily from dictation.

Writing. — Four writing-books, — numbers three, four, five, and six, — with analysis of letters, and practice while sitting in three different positions, viz. : right side at the desk, left side at the desk, and facing the desk.

Arithmetic. — Written arithmetic, percentage with its applications, the easier practical problems being performed ; mental arithmetic, in connection with written, the same topic in both kinds being taught at the same time [sections eight and nine].

Geography. — The United States ; the climate, physical features, and productions of the different sections ; the thirty largest cities, — their location, the natural advantages and disadvantages, and the peculiar characteristics of the business carried on in each ; outline map of each State, drawn from memory.

History. — United States ; first half of the text-book read, some dates and facts learned and recited.

Grammar. — Etymological parsing ; inflections and definitions learned from the text-book ; correcting errors, especially such as are violations of the principles of etymology ; sentence-making.

Composition. — Once a month on some topic embraced in oral instruction ; business papers, such as letters, orders, bills of purchase, receipts, promissory notes, drafts, advertisements, invitations, etc.

Music. — The class is to commence with the reverse pages of the Third Series of Charts. and complete them. Songs at the option of the teacher, including all the keys as far as E and A flat major. Practice in writing, transposition of songs, or parts of songs, from one key to another. Vocal culture continued.

Drawing. — From September to February the geometry work of Book No. 2 is to be reviewed, for the purpose of refreshing the memories of the pupils who have not practised the work for six months, and also to prepare those pupils who have been advanced to the third class without working through Book No. 2. Then Geometry book No. 3 is to be undertaken and finished by February. The time to spare is to be occupied by practising elementary design on the blank pages.

From February to July the Freehand book No. 4, together with exercises in design, is to be completed.

Oral Instruction. — Air, water, respiration, municipal and State governments, courts of justice; historical sketches of Pericles, Chatham, Jefferson, Samuel Adams, and Lincoln.

Morals and Manners, and Vocal and Physical Culture, as in the preceding class.

SECOND CLASS.

STUDIES.

Reading. — Franklin Sixth Reader, to page 200, with practice on the examples in the introduction. Expressive reading to be aimed at in connection with the study of the thought and emotion of the pieces.

Spelling. — In connection with the other studies, the new and difficult words that occur, to cultivate the habit of *observing the orthography of words*; instruction in the significance of prefixes and affixes; a weekly exercise in writing passages dictated from the Reader.

Writing. — One writing-book, — number seven of Payson, Dunton and Scribner's, or number eight of A. R. Dunton's.

Arithmetic. — Written arithmetic, proportion and square root, with a review of all the preceding subjects, performing a few selected examples *to illustrate the principles*; mental arithmetic, seventh section.

Geography. — The continents; map of each, drawn from mem-

ory, representing the boundaries of the countries ; separate memory maps of the principal countries of Europe ; problems on the Globe.

History. — United States ; completed in the manner prescribed for the preceding class.

Grammar. — Syntactical parsing, the rules learned in connection with their application ; exercises in correcting errors, especially such as are violations of the principles of syntax ; sentence-making.

Composition. — Once a month, the subject to be developed by conversation, in connection with oral lessons ; business papers as in class three.

Declamation for Boys. — Twice each term.

Music. — Fourth National Music Reader. These classes are to be taught the solfeggios in this Reader from page 50 to page 78.

These solfeggios should be practised by syllables, scale and pitch names.

The piano should be used as little as possible during the practice of the solfeggios.

The exercises in triads, from page 79 to 84, are to be practised simultaneously with the solfeggios, and the parts are to be frequently changed.

Songs at the discretion of the teacher, but with strict exclusion of rote-singing.

Writing exercises, such as transpositions, etc., are to be continued in these classes.

Drawing. — In the second class, geometrical drawing is not to be continued, but in its place model and object drawing is to be commenced. From September to February the pupils will begin and complete Model book No. 1, and from February to July the Freehand book No. 5 will be begun and finished, elementary design being continued on the blank pages, in outline and half tint. Dictation of geometrical forms is not to be considered a separate lesson, but part of the designing lesson. Memory drawing may be practised occasionally to vary the lessons in geometrical drawing.

Oral Instruction. — The solar system, the properties of matter, the mechanical powers ; historical sketches of the crusades ; the discovery of America ; the Declaration of Independence.

Morals and Manners, Vocal and Physical Culture, as in the preceding class.

FIRST CLASS.

STUDIES.

Reading. — Franklin Sixth Reader completed, as in the preceding class.

Spelling, as in the preceding class.

Writing. — One writing-book, — number eleven of Payson, Dunton and Scribner's, or number seven of A. R. Dunton's.

Arithmetic. — Written arithmetic, cube root; review with special reference to *the discussion of the principles*: some review of mental arithmetic.

Geography. — A few lessons in review of the continents and the United States, with special reference to political geography and commercial relations; maps of the United States as a whole and in sections, and the countries of Europe, drawn from memory.

History. — Outline of the History of England, by topics.

Grammar. — Syntactical parsing and analysis of sentences; exercises in correcting false syntax.

Composition, as in the preceding class.

Declamation for Boys. — Twice each term.

Natural Philosophy. — Outlines of the properties of matter, motion, mechanics, hydrostatics, pneumatics, sound, heat, optics, electricity, and magnetism.

Physiology. — By oral instruction, circulation, respiration, digestion, and secretion, with practical hygiene.

Drawing. — In the first class model and object drawing is to be considered the sole subject of drawing for the first half of the year, from September to February, and the course is laid down in the text-book to be used, Model book No. 2, to be completed by the end of January. The exercises are to be wholly by the free-hand, and those from the solid to be in true perspective, tested by the eye.

From February to July the Freehand book No. 6 is to be drawn, the four blank leaves to be employed for designs in half tint, of either historical ornament or conventionalized foliage.

Book-keeping. — By single entry.

Constitution of the United States, and the Constitution of the State, read with conversational explanations.

Morals and Manners, Vocal Music, and Vocal and Physical Culture, as in the preceding class.

Sect. 233 of the Rules and Regulations : —

“ In the first and second classes, instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth and sixth classes, in four lessons, of fifteen minutes each, every week, by the regular teachers ; and vocal music shall be in all respects regarded as one of the regular studies of the school.”

PRIMARY SCHOOLS.

SIXTH CLASS.

Reading. — Leigh's Primer ; the words in columns to be spelled without book, and also words selected from the reading-lessons.

Boston Primary School Tablets. — Number eleven, — the words and elementary sounds repeated after the teacher. Number one, — the name and sound of each letter, including the long and short sound of each vowel. Number fifteen to be read and spelled by letters and by sound, and read by calling the words at sight. Number sixteen to be read by spelling, and by calling words at sight, with oral lessons on the meaning of the sentences. Number thirteen to be spelled by sounds. Numbers nine and ten to be used in reviewing the alphabet, for variety of forms and letters. Number five, — the pupil to name and point out the lines and plane figures. Number two, — analyze the forms of the capitals, and tell what lines compose each.

Boston Improved Primary School Slate, No. 1. — Print the small letters, and draw the straight lines and the rectilinear figures. The blackboard and tablets to be used in teaching the slate exercises.

Develop the idea of numbers to ten by the use of objects. Count to one hundred on the numeral frame.

Repeating verses and maxims. Oral lessons on size, form, and color, illustrated by objects in the school-room ; also upon common

plants and animals, illustrated by the objects themselves, or by pictures.

Learning to read and spell from letter and word cards, at the option of the teacher.

Music. — Pupils shall be taught to sing *by rote* all the songs and exercises in the first fourteen pages of the “First National Music Reader,” and also to sing the scale, ascending and descending, both by numerals and syllables. Other songs by rote at the discretion of the teacher. All the songs and exercises going beyond twice marked E, shall be transposed *at least one tone lower*. Attention shall be given to correct position of the body, and clear and distinct enunciation.

Drawing. — Pupils are to be taught the names of lines, as straight or curved, distinguishing their several positions singly, as vertical or upright, horizontal or level, oblique or slanting; lines related to each other as parallel, at angles with one another as perpendicular, or square with obtuse and acute angles, the teacher using both the scientific and common names for lines and angles, which are always to be illustrated on the board by the teacher, and on slates by the pupils, when the names are pronounced, or the lines and angles described by the teacher. The combination of three, four, or more lines to make figures, and the means of such figures, and their parts to be given as exercises, after the names of single lines and two related have been learned.

Dividing lines into two equal parts, and subdividing them, and drawing very simple forms, such as those on the earlier numbers of the first series of cards, or in the Primary Manual. Patterns or objects composed of straight lines, and illustrating the lines and their combinations already learned, should precede the drawing of curved lines. The filling of geometric forms, as squares, triangles, with points or short lines, or simple natural forms, such as leaves, arranged according to the pupil's own device, for recreation or amusement, as allowed in the Kindergarten system, to be permitted and encouraged.

Drawing from memory of forms previously drawn, and from dictation or oral description by the teacher, to be practised weekly.

The pupils should be taught how to rule a true straight line,

that they may know what to strive after when trying to draw it by Freehand.

Vocal and physical exercises not less than thirty minutes each day.

FIFTH CLASS.

Leigh's Second Reader.

Worcester's Primary Spelling Book, — to be read by name or sound to the 40th page, and spelled in the same way to the 30th page.

Boston Primary Spelling Tablets. — Review the exercises on tablets prescribed for the sixth class. Number nineteen entire, and number twenty to L. Number six, — name and point out the figures and their parts. Number eleven to be taught from the tablet. Number fourteen, — syllables to be spelled by sound.

Boston Improved Primary School Slate, No. 1. — Review the slate exercises prescribed for the sixth class. Print the capital letters, also short words ; draw the curvilinear figures.

Counting real objects, and counting with the numeral frame by twos to one hundred.

Music. — Review of the previous work. Signs of expression, time, and beating time. Instruction in notation, as indicated on Chart No. 2, according to the "Illustrated" Lessons I. to VII. Use of syllables and numerals. Practise in writing the staff, base clef, the repeat, etc. Rote songs, as selected by the teacher.

Drawing. — Reviewing the work done in the sixth class, the pupils will be taught to improve their handiwork by drawing straight lines more truly straight, the upright lines more vertical, and the level lines more horizontal than before. The curved line to be explained, as in Chap. III. of the Manual, and curved lines to be drawn singly, and in combination with straight lines.

The definitions of the simpler geometric forms being recited by the teacher, the pupils are to draw the forms without a copy. Sometimes the pupils are to work entirely without mechanical help ; but in other lessons, such as drawing the illustrations to geometric definitions, all the lines should be sometimes ruled and measured, and at other times be drawn entirely by freehand, variety in execution being here better than uniformity.

Repeating verses and maxims. Oral lessons on form, size, and color, and on plants and animals. Vocal and physical exercises as above.

FOURTH CLASS.

Hillard's Franklin Second Reader, to the 50th page; the words in columns to be spelled, and also words selected from the reading-lessons. Spelling words by sounds.

Worcester's Primary Spelling Book, — to be read by name or sound to the 60th page, and spelled in the same way to the 50th page.

Boston Primary School Tablets. — Numbers five and six reviewed, with description or analysis of the lines and figures. Numbers eleven, thirteen, and fourteen reviewed. Numbers twelve and twenty to be learned. Number seventeen and eighteen, — names of punctuation marks.

Boston Improved Primary School Slate, No. 1, — used daily. Copies in printing and drawing reviewed and completed. Printing four or five words daily. Writing Arabic figures.

Adding and subtracting numbers to twenty, illustrated by objects and the numeral frame. Counting on the numeral frame by twos to one hundred, and by threes to fifty.

Music. — Review of previous work; then go to the end of Chart No. 12, carefully instructing the pupils according to "Illustrated" Lessons XV. to XXI., inclusive. Rote songs on pages 15, 16, and 17, and others to be selected by the teacher. Practise writing notes of different values, and combine them into measures.

Drawing. — Review the exercises of the two previous classes, increasing the rapidity of the work. The drawings made from blackboard and cards should be as large as the slate will allow, leaving a margin of from half an inch to one inch around the edges of the slate.

The simpler forms of leaves and compound curves to be drawn; the first being then applied in filling squares and triangles, for designing exercises; the second to form the outlines of vases and pitchers, as described in Chap. V. of the Manual.

Repeating verses and maxims. Oral lessons on objects as above, with their parts, qualities, and uses. Vocal and physical exercises as above.

THIRD CLASS.

Hillard's Franklin Second Reader, — completed: the words in columns to be spelled, and also words selected from the reading-lessons. At each lesson in reading and spelling, words spelled by sounds. Conversations on the meaning of what is read.

Worcester's Primary Spelling Book, — to be spelled to the 80th page, with occasional exercises in spelling by sound.

Boston Primary School Tablets. — Numbers five, six, eleven, twelve, thirteen, fourteen, and twenty, reviewed. Number three. Number eighteen, — use of punctuation marks commenced.

Boston Improved Primary School Slate, No. 2. — Write the small script letters and draw the plane figures. Exercises in writing and drawing to be illustrated by tablets and blackboard. Print a few words in capitals.

Eaton's Primary School Arithmetic, — begun. Miscellaneous questions in adding and subtracting small numbers. Practical questions involving similar combinations. The idea of multiplication developed by the use of the numeral frame. Numbers to be combined, occasionally written on slates from dictation.

Music. — Review of previous work, and advance in Charts to end of No. 15. Frequent exercise upon the sound of the scale by numerals, pitch-names, or syllables. Songs, at teacher's option. Practise in writing degrees of the scale under dictation.

Drawing. — The pupils on entering the third class should be able to describe the simpler geometric forms, either in common language or by giving the accepted definition, and also draw the illustrations to them fairly well. The second series of cards should be finished in this class, either by enlargement from the cards or reduction from the teachers' drawing on the blackboard.

NOTE. — The practice of drawing in the four lower classes of Primary Schools is to awaken thought and give ideas about form, rather than to produce skill in expressing form. It is not well to urge the pupils too much in the direction of making very good lines or very perfect shapes, but rather to impress them with the distinction between different forms, appealing through the eye to the mind and memory. The greater the variety of the exercises the better, and if half an hour be too long for a lesson, a quarter of an hour or twenty minutes may be found suitable; the time devoted to drawing, being two hours per week, may thus be given either in four, six, or eight lessons.

In all the classes the pupils must be taught both to rule good lines as well as to draw without use of the ruler, though the standard of results expected should be much higher in the case of a square made by use of the ruler, and one drawn by the free hand. The work of the four lower classes in drawing is to be done on slates.

The order of lessons is to be

1. Enlargement from cards.
2. Reduction from blackboard.
3. Memory and dictation drawing, alternately.
4. Geometric definitions, drawn and described, with linear designing on alternate weeks.

Repeating verses and maxims. Abbreviations. Oral lessons as above, and upon common objects, and the senses, and physical exercises, as above.

SECOND CLASS.

Hillard's Franklin Third Reader, to the 100th page; the words in columns to be spelled, and also words selected from the reading-lessons. Difficult words to be spelled by sounds. Conversations on the meaning of what is read.

Worcester's Primary Spelling Book, — completed, with occasional exercises in spelling by sounds.

Eaton's Primary Arithmetic. — Addition, subtraction, and multiplication tables to be learned, and the practical questions under these rules to be attended to.

Boston Primary School Tablets. — Numbers three, five, six, eleven, twelve, and eighteen, to be reviewed. Number seven, — drawing and oral lessons on the objects represented. Number eighteen, — uses and definitions of points and marks learned, and applied in reading-lessons.

Boston Improved Primary School Slate, No. 2. — Writing capital and small letters, and drawing planes and solids, with illustrations from tablets and blackboard. Writing short words. Review, abbreviations, and Roman numerals.

Music. — Review of previous work. Advance to end of No. 20. Continued scale practice both by singing and by writing under dictation. Rote songs, at the discretion of the teacher.

Drawing. — In the second class drawing on paper is first taught. Review on paper the work which has been done in class four on

slates, the first half of second series of cards being taken as subjects for instruction.

Drawing from dictation and memory, of the very simplest forms, should be given once in each week, to fix what has been learnt on the memory. Each lesson must be begun and finished on one-half of the page in the blank book, in the half hour devoted to one lesson, subjects being selected by the teacher of sufficient simplicity to ensure this.

Repeating verses and maxims. Oral lessons on objects, trades, and the most common phenomena of nature. Vocal and physical exercises, as above.

FIRST CLASS.

Hillard's Franklin Third Reader, — completed ; with definitions, explanations, spelling by letters and by sounds ; also questions on punctuation, the use of capitals, and the marks indicating the pronunciation. *Hillard's Franklin Fourth Reader*, permitted, subject to the approval of the Division Committee.

Worcester's Primary Spelling Book, — reviewed, and spelling by sound some words of the most difficult pronunciation.

Eaton's Primary Arithmetic, — completed. The tables of multiplication and division to 12×12 and $144 \div 12$. Notation to 1,000. Counting by threes and fours, forward to a hundred, and backwards from a hundred to one. Practical questions to be attended to.

Boston Primary School Tablets. — Review those used in the second class. Frequent drill on number twelve. Number eight, drawing and oral lessons on the objects represented.

Boston Improved Primary School Slate, No. 2. — Writing capitals and small letters, the pupil's name, and words from the spelling-lessons, with particular care to imitate the letters on the frame. Drawing all the copies on the frame.

Music. — General review. Then take Charts from 21 to 36, inclusive. Rote songs, to be selected by the teacher. Practise writing scales in different keys.

N. B. — The teacher should not permit loud and noisy singing, or the singing of parts not within the scholar's *easy* reach. The teachers in the various grades must carefully ascertain and record the compass of the pupils' voices.

Drawing. — The second half of the second series of cards, Nos. 7 to 14 inclusive, to be drawn in the first class. Instruction illustrating the words symmetry and repetition, to be given by the teacher from the chapter on design, pages 105 and 132, and that following it in the Manual.

New combinations of forms previously drawn to be made by the pupils, to learn arrangement and rearrangement, to prepare them for the elementary design practised in Grammar Schools.

Repeating verses and maxims. Review abbreviations. Oral lessons on objects, trades, occupations, with exercise of observation by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation, or fabrication.

Vocal and physical exercises, as above.

COURSE OF STUDY

FOR THE

HIGH SCHOOLS.

PUBLIC HIGH SCHOOLS.

A UNIFORM COURSE OF STUDY FOR THREE YEARS.

(SEE NOTE a.)

First Year.	ENGLISH AND HISTORY.	FOREIGN LANGUAGE.	MATHEMATICS.	NATURAL AND PHYSICAL SCIENCE.
<p><i>Five hours till March 1; and three hours after March 1.</i></p> <ol style="list-style-type: none"> English. <ol style="list-style-type: none"> Brief accounts of certain authors, with the study of some of their best works. Reading aloud, reciting, or speaking selections in prose and poetry from the authors. Elementary exercises in writing English, including practical applications of Grammar. Ancient History 	<p><i>Five hours till March 1; and three hours after March 1.</i></p> <p>Latin or French or German. See note b.</p>	<p><i>Five hours.</i></p> <ol style="list-style-type: none"> Algebra (four hours). Principles of Arithmetic, with practical instruction in the Metric System (one hour). See note d. 	<p><i>Four hours after March 1.</i></p> <p>Botany.</p>	
<p><i>Four hours.</i></p> <ol style="list-style-type: none"> English. <ol style="list-style-type: none"> Brief accounts of authors, etc., as in first year. Reading aloud, etc., as in first year. Principles of Rhetoric and their application to writing English, with exercises to increase the vocabulary. Mediæval History. Modern History begun. 	<p><i>Three hours.</i></p> <p>The same language continued.</p>	<p><i>Five hours a week.</i></p> <ol style="list-style-type: none"> Shorter Course:—Plane Geometry and Plane Trigonometry, with simple applications; also, the properties and mensuration of certain solids (four hours). See notes b, e (1), and f. <p>Or</p> <ol style="list-style-type: none"> Longer Course:—Plane Geometry and Plane Trigonometry (four hours). See note e (2) (3). Book-keeping by Double Entry, with Commercial Arithmetic (one hour). 	<p><i>Three hours.</i></p> <p>Physics (three hours).</p>	
<p><i>Five hours.</i></p> <ol style="list-style-type: none"> English. <ol style="list-style-type: none"> Selections from Milton and Shakespeare studied critically. Reading aloud, etc., as before. Writing Essays. Modern History. Civil Government. 	<p><i>Four hours.</i></p> <p>Latin, French, or German begun. See note b.</p> <p>Or</p> <p><i>Six hours.</i></p> <ol style="list-style-type: none"> Latin, French, or German begun (three hours). The language studied two years, to be continued (three hours). 	<p><i>Two hours.</i></p> <p>Solid Geometry and Mensuration. See note e (3).</p>	<p><i>Two hours.</i></p> <p>Zoölogy (continued) till March 1; and Botany (continued from first year) after March 1. See note e (3).</p> <p>Or</p> <p><i>Five hours.</i></p> <ol style="list-style-type: none"> Physics (continued) (two hours). Chemistry (two hours). See note c. Descriptive Astronomy (one hour). 	

NOTE *a*. The number of sessions a week is five; the number of hours a session, five; and the average length of an "hour" for class exercises or study is about fifty minutes. Of the twenty-five school hours in a week, one hour is to be given to Music; two hours to Military Drill for the boys, and to Calisthenics for the girls; five hours (one each day) in the first and second years, and four hours in the third year, to study; fifteen hours in the first and second years, and sixteen hours in the third year, to English, Foreign Languages, History, Natural and Physical Science, and Mathematics.

NOTE *b*. The choice of a study must be subject to the approval of the Principal.

NOTE *c*. Another hour, usually given to study, may be used in the Chemical Laboratory.

NOTE *d*. The study of Arithmetic is, so far as practicable, to be united with the study of Algebra.

NOTE *e*. (1) Those pupils that elect the shorter course in Mathematics will drop that study at the close of the second year, and will continue either Natural Science or the language already studied two years. If they elect Natural Science for the third year, they will drop the language studied two years, will give four hours a week to the language begun the third year, and two hours a week to Natural Science. If, on the other hand, they continue the language already studied two years, they will give to it three hours a week, and to the language begun three hours a week.

(2) Those pupils that elect the longer course in Mathematics will, at the close of the second year, drop the language studied two years, will give four hours a week to the language begun the third year, and two hours a week to Mathematics.

(3) Pupils pursuing for the third year either Mathematics or Natural Science can, with the consent of the Principal, continue as an *extra* study the language already pursued two years.

NOTE *f*. Pupils intending to pursue the shorter course in Mathematics, or to enter the Normal School, are advised to elect Zoölogy.

COURSE OF STUDY WITH DETAILS AND SUGGESTIONS.

ENGLISH.

FIRST YEAR.

Three hours a week before March 1; two hours after March 1.

I. *Brief accounts of certain authors, with the study of some of their best works.* (See Appendix, p. 294.)

NOTE A. — During the short time given to English Literature in the High Schools, few authors can be studied, and only selections from their works can be critically read. The main purpose, then, of this brief course of study should be to form and cultivate a taste for good literature, to encourage careful and systematic reading, and to illustrate the principles which should guide in selecting authors and works to be read after leaving school. It should be the purpose of the teacher, while keeping the exercises in literature from becoming either mere tasks or pastimes, to make the lessons so interesting that they will be eagerly and vigorously studied, and will inspire a desire for a larger acquaintance with the best authors. This purpose, it is believed, can be accomplished, partly by leading the pupils to perceive the real intent of the author, his thoughts and feelings, the strength of his argument, the beauty and nobleness of his sentiment, and his clear, distinct, forcible, and happy expression; partly by giving a vivid account of his life and times and their influence on each other, and by exciting an interest in the lives of his most eminent literary contemporaries. Thus, by association and comparison, the study of a single author may be an introduction and an incentive to the study of the literature of his period.

While neither the thought nor expression should be slighted at any time during the study of the selections, more attention should, perhaps, be given to the thought the first year, and to the expression the second year. During the third year the selections should be used not merely for exercises in the meaning, derivation, and use of words, or for enlarging the understanding or improving the taste; they should also be studied as specimens of literature, and should illustrate the intellect, the taste, and the genius of their authors.

The authors and selections noted in *coarse* type [see below (1), (2), (3); p. 8, (1), (2); p. 14, (1), (2)] are all that the pupils are *required* to study in their three years' course in English Literature. At the outset, the *whole*

of a poem, sketch, essay, or novel, should be read by the pupils, either at home or at school. Having formed a general conception of the production, they should study carefully and read intelligently with their teacher, those *parts* of it that are most interesting and instructive, and that represent the genius and style of the author.

(1) Washington Irving. Any four of the following sketches from the Sketch Book: The Voyage, Rip Van Winkle, A Royal Poet, The Widow and Her Son, Stratford-on-Avon, Westminster Abbey, Christmas Eve, Christmas Day, Christmas Dinner, Philip of Pokanoket, The Legend of Sleepy Hollow.

(2) Henry Wadsworth Longfellow. (a) Any one of these: Evangeline (parts of), The Courtship of Miles Standish (parts of), The Building of the Ship;

Or,

(2) James Russell Lowell. The Vision of Sir Launfal.

(3) Walter Scott. (a) Any one of these: Marmion, The Lay of the Last Minstrel, The Lady of the Lake. (b) Any one of these: Ivanhoe, Talisman, Guy Mannering, Kenilworth, Quentin Durward, Rob Roy, Antiquary.

NOTE B. — It is suggested that, as far as time will allow, the teacher sketch the lives of the following authors; that he recommend some of their works for reading; and that he make a few selections therefrom to be committed to memory:—

(1) Lowell, Holmes, Longfellow, Whittier, Bryant; Tennyson, Mrs. Brownning, Shelley, Byron, Thomas Moore, Campbell, Coleridge, Wordsworth.

(2) Hawthorne, Cooper; "George Eliot," Charlotte Brontë, Thackeray, Dickens, Scott.

(2) Emerson, Irving, Motley, Prescott; Macaulay, Carlyle, De Quincey, Charles Lamb, Sydney Smith.

(4) Sumner, Everett, Webster; Brougham.

II. *Reading aloud, reciting or speaking selections in prose and poetry from the authors.* (See I and note B.)

NOTE C. — As reading aloud with "expression" implies the perception of the author's thoughts and feelings, and requires at times from the teacher an explanation of unfamiliar allusions and obscure or difficult passages, the reading-lesson should be, to a certain extent, united with the study of an author. But, as the purpose of reading aloud is to communicate the thought and feeling of an author to others, the voice as well as the understanding must be

able to do its appropriate work. There should be, then, stated exercises in oral reading.

The good derived from committing to memory the finest specimens of prose and poetry is, perhaps, greater than that which is gained by reciting or speaking them. The latter exercises should not, however, be neglected. Although but few can become great speakers or actors, — and time is wasted, and worse than wasted, in making pupils assume parts that nature never intended them to take, — yet nearly all boys and girls can repeat easy pieces in such a manner as to instruct or entertain others.

In oral reading, in speaking and reciting pieces of prose and poetry, and, incidentally, in the ordinary recitations, instruction should be given in clearness and distinctness of utterance, right pronunciation and accent, and natural and correct “expression.” While attention should be drawn to faults in elocution and to their proper remedies, it is believed that only skilful teachers of elocution should give pupils *exercises* for developing and regulating the voice and improving its quality.

(1) (a) Reading aloud, by each pupil, selections from the required authors that have been studied or that are undergoing study. (b) Reading “at sight” selections from the authors mentioned in note B, or from standard works illustrating the historical subjects studied. (c) Occasionally, reading from contemporary or other authors, such pieces as have been approved by the teachers.

(2) Reciting or speaking by each pupil, at least four times a year, in the presence of the class, or of a division of the same, (a) pieces of prose or poetry from the authors mentioned in note B; (b) or such pieces from contemporary or other authors as the teachers have approved.

III. *Elementary exercises in writing English, including practical applications of grammar.*

NOTE D. — The following exercises seem essential for securing the end desired. A teacher will naturally use either these or others, according to the special needs of his class. It will be noticed that some of these exercises can be connected with the study of authors and of history.

(1) Writing from dictation passages selected by the teacher. These exercises are to be inspected and criticised with reference to (a) handwriting, (b) spelling, (c) capital letters, (d) syllabication, (e) punctuation, and (f) paragraphs.

(2) Writing abstracts (a) of passages from prose authors that

have been studied; (*b*) of selections new to the pupils, and read to them by the teacher.

(3) Writing in blank-books, abstracts of lectures and whatever of value or of interest either teacher or pupil may have contributed to the lessons in literature and history; these abstracts sometimes to be read in the class, and to be subject at any time to the inspection of the teachers, and to their criticism in the respects mentioned above (see (1)), and also as to grammatical forms and constructions (see below, (5) (*b*) (*d*)).

(4) Writing letters, and descriptions of sensible objects and of real incidents, scenes, or pictures.

(5) Examples and exercises for illustrating and enforcing the principles of grammar.

NOTE E. — It is suggested that the teacher do not require pupils to learn grammar lessons from a text-book, but that he present the principles himself, and that the class illustrate them. In preparing or giving examples, the pupil should not, of course, be allowed to write incorrect forms and constructions, or unnecessarily to repeat them; the weight of association should be, so far as possible, on the side of correct usage. The common barbarisms and solecisms in speech and in writing should receive a passing notice; but the corresponding correct forms and constructions should be so often heard, written, and repeated by the pupil that he will be likely to use them.

(*a*) The analysis of sentences.

(*b*) Exercises in inflecting words, in order to confirm the use of the right forms; with warnings against the use of certain incorrect forms.

(*c*) A few exercises in the derivation and composition of words, and in the conversion of words, phrases, and clauses into one another.

(*d*) Exercises in correct concord, government, and arrangement, with warnings against false syntax.

SECOND YEAR.

Two hours a week through the year.

I. *Brief accounts of certain authors with the study of some of their best works.* (See note A, pp. 272 and 273; Appendix, p. 294.)

(1) Oliver Goldsmith. (*a*) Either *The Deserted Village* or *The Traveller*. (*b*) *The Vicar of Wakefield* (parts of).

(2) Joseph Addison. Any ten of the following numbers of *The Spectator*:—

26, Visit to Westminster Abbey; 61, Punning; 69, Visit to the Royal Exchange; 93, Ways of filling up time; 101, The True Characters of great men, drawn after their deaths; 106, The Spectator at the country-house of Sir Roger de Coverley; 122, The Spectator at the county-assizes with Sir Roger; 269, Sir Roger in town gives to the Spectator the news from the country; 335, Sir Roger at a play with the Spectator; 517, Death of Sir Roger de Coverley; 135, Brevity of the English Tongue; 159, Vision of Mirza; 160, Great Genius; 169, Good-nature; 195, Exercise and Temperance; 225, Discretion; 387, Cheerfulness; 407, Gesture; 409, Taste; 463, The Golden Scales; 476, Method; 512, Ways of giving advice.—During the study of Addison, pupils should read Macaulay's essay, entitled, *The Life and Writings of Addison*.

NOTE B, p. 273, *continued*:—

(1) Burns, Cowper, Goldsmith, Gray, Thomson, Pope, Dryden.

(2) Defoe (with a brief notice of Richardson, Fielding, Sterne, and Smollett).

(3) Samuel Johnson, Steele, Addison, Swift.

(4) Pitt, Fox, Burke, "Junius," Chatham.

II. *Reading aloud, reciting or speaking selections in prose and poetry from the authors.* (See note C, p. 273; note B, p. 273, and above.)

(1) Reading aloud by each pupil. Selections from the authors studied this year, are to be read. For other directions, see p. 274 (1).

(2) Reciting or speaking by each pupil. See directions, p. 274 (2).

III. *Principles of Rhetoric and their application to writing English, with exercises to increase the vocabulary.*

NOTE G. — Those principles of Rhetoric that have been gradually acquired with the language and have been daily applied, will, when stated by the teacher, be at once recognized by the pupils. Other principles should be developed and illustrated in the study of English Literature; and some influence, it is hoped, will be exerted on the pupils' style by those standard authors whose works are read and appreciated. Much work, however, remains to be done

The more difficult subjects should be *inductively* presented to the class. The judgment, exercised by means of simple examples, must be guided to correct conclusions. After a principle is understood, it must be illustrated with original examples by the pupils, and deeply impressed by exercises written by them, and examined and criticised by the teacher.

A text-book treating Rhetoric deductively should not, at the outset, be used by the pupils. After Rhetoric has been presented in a simple manner by the teacher and illustrated by the pupils with examples from common speech and from the authors studied, it will probably aid the pupils to read a good treatise on the subject.

(1) Good use defined and its properties illustrated. The rules of preference when good use is divided. Exercises.

(2) Purity: (a) The words used should be English. Exercises. Barbarisms, including obsolete, provincial, and foreign words, new words and formations. Warnings against the use of barbarisms. (b) Relations should be expressed by the correct forms or ending of words; and phrases and constructions should be in the English idiom. Exercises. Solecisms, with warning against their use.

(3) Propriety: (a) Words and phrases should be used in their proper sense. Exercises. Improprieties, especially in using prepositions, conjunctions, distributive and indefinite numeral adjectives; words and phrases having beside their common meaning, one that is technical, professional, or provincial. Warnings against the use of improprieties. (b) Thoughts and feelings should be expressed in proper or appropriate language. Exercises. Slang and other vulgarisms, with warnings against their use.

(4) How to write clearly: (a) In general, by having clear and distinct thoughts to express, and by expressing them in language suited to the subject and within the comprehension of the reader. (b) In particular, by using short or familiar words, idiomatic and simple phrases and constructions. Exercises. (c) By using particular and concrete in preference to general and abstract terms. Exercises. (d) By avoiding the use of equivocal words, and ambiguous, obscure, or vague expressions. Exercises and warnings. (e) By avoiding the use of so many or so few words that the mind, while seeking for the meaning of the expression, loses the thought. Exercises and warnings. (f) By so arranging words, phrases, and clauses, as to avoid ambiguity, obscurity, or confusion. Exer-

cises and warnings. (*g*) By using, in place of literal terms, such figures of speech as will throw light on the thought. Especial attention to be given to the use of the simile or comparison, the metaphor, and the antithesis. Exercises.

(5) How to write forcibly: (*a*) In general, by writing with a conscious purpose to inform, instruct, interest, amuse, persuade, or convince. Exercises. (*b*) By writing, as an active mind or an original genius prompts and impels. (*c*) By writing with a definite proposition to support, or a definite object to accomplish; with a full and exact knowledge of the subject; with a perception of the relative importance of the ideas to be expressed, and with the power of touching lightly and delicately some feature of the subject, and of concentrating thought and feeling on others; and with such interest in the subject, and such sympathy with the requirements of the occasion or the needs of the reader, that the writer's language will naturally respond to the vigor or loftiness of his thought and to the variety or depth of his feeling. Exercises. (*d*) In particular, by not overloading the sentence with words; by using words, phrases, and clauses that will plainly and readily express the thought; by adopting such an arrangement that the more forcible expressions will be in the emphatic places, and that the words and phrases will give unity to the sentence, and the sentences unity to the paragraph. Exercises. (*e*) By using apt and forcible illustrations and figures of speech (especially metaphor, personification, and antithesis). Exercises. (*f*) By keeping in mind the subject, the object aimed at, and the main thought to be developed; by allowing sense, memory, imagination, reflection, and feeling to contribute what each can; and by rejecting all thoughts and expressions — however good in themselves — that will turn the reader's attention from the subject, and by adopting those that will aid the writer in accomplishing his purpose, whether it be to instruct, to entertain, to persuade, or to convince. Exercises.

* (6) Elegance: (*a*) The graces of style, illustrated by examples from good authors. (*b*) Allusions. (*c*) The abuse termed "fine writing."

* (7) The number of words: (*a*) Exercises in brevity. (*b*) Exercises in diffuseness. (*c*) Tautology, redundancy, and circumlocution, with warnings against them.

* This subject should be briefly treated.

* (8) Arrangement of words, phrases, and clauses. Principles thereof, stated and illustrated. Exercises.

* (9) Figurative language: Simile or comparison, metaphor, personification, allegory, metonymy, synecdoche and antithesis, defined; their use and abuse, illustrated. (See p. 278, (4) (g); p. 278 (5) (e).

* (10) Verses and metres in common use, to be defined and illustrated.

(11) Increasing the vocabulary.

NOTE H. — Conversing with the well-informed, reading good authors and committing to memory selections from their works, studying new subjects, and translating correctly and elegantly from a foreign language into English, are some of the best means of increasing a youth's vocabulary, already large enough for expressing and communicating common thoughts and feelings. It happens, however, that many of the words seen, heard, or repeated, are associated either with no notions, or with those that are vague and loose. The exercises, therefore, have two objects, — to introduce pupils to the meaning and use of certain words, and to associate clear and distinct ideas with the others.

It is suggested that the subjects of the exercises be, at first, such unfamiliar words as occur in the lessons read and studied; also such words as are often used in a wrong sense. Afterwards, if there be time, the exercises can be extended to other words.

The following are some of the ways by which a pupil's vocabulary may be increased. The teacher will, of course, decide whether to use these or others. If time allow, he will try various ways, no one of which will, it is likely, be "the royal road."

(a) By means of logical definition. — Scientific or technical terms used in the studies of this year are to be logically defined. Exercises to test the power of using properly the terms defined.

(b) By combining the essential attributes, so simple as to be easily apprehended, and giving to the sum that name which good use has sanctioned. Exercises with words in general; with compound words; with several compound words having a common affix or a common prefix; with words having a common root with a common meaning; with words not having a common root and not being synonymous, and yet having the same central notion, to which are added various dependent notions; with synonymes (*e.g.*, Beginning with the simple notion expressed by *steal*, the

* This subject should be briefly treated.

pupil adds to it ten simple notions varying slightly from one another, and obtains ten sums expressed by the ten terms, *rob, plunder, commit burglary, purloin, pilfer, filch, embezzle, peculate, commit larceny, and plagiarize*.

(c) By explaining, illustrating, describing, or picturing; also, by giving to the pupil various simple sentences in which the term is properly used, and drawing his attention to its several and essential attributes. Thus he is led to a correct notion of its meaning, and to its proper use. Exercises.

(12) (a) Writing in blank-books the rhetorical exercises, and abstracts of the instruction and lectures in English Literature, Rhetoric, and History. (b) Writing letters or stories in which are described real or imaginary incidents, scenes, and events; also, writing comparisons of sensible objects, and of real incidents, scenes, and events. All these exercises are to be examined and criticised by the teacher in reference to handwriting, spelling, punctuation, capitals, paragraphs, purity, propriety, arrangement, brevity, clearness, and force.

THIRD YEAR.

Three hours a week through the year.

I. *Selections from Milton and Shakspeare, studied critically.*—
(See note A, pp. 272 and 273; Appendix, p. 294.)

(1) John Milton. (a) The whole of *Comus*, of *Lycidas*, and of the first book of *Paradise Lost* to be read. (b) The fable or argument, to be accurately given, and the principal characters and events to be described. (c) The finer and nobler passages to be critically studied.

NOTE I. — It is hoped that the pupils will commit to memory some of the passages studied, and that they will be induced to read some specimens of Milton's prose (*e.g.* *Speech for Unlicensed Printing*); and, also, when time shall allow, to read *L'Allegro*, *Il Penseroso*, *Samson Agonistes*, *Hymn on the Nativity*, and — if not the whole of *Paradise Lost* — at least such parts as will give a clear general conception of the poem. Addison's criticism of *Paradise Lost* (see *The Spectator*, Papers 267, 273, 279, 285, 291, 297, 303, 309, 315, 321, 327, 333, 339, 345, 351, 357, 363, 369), and Macaulay's *Essay on Milton* should be read.

(2) William Shakespeare. (a) Any one of the comedies — *Tempest*, *Merchant of Venice*, and *As You Like It*; either of the histories — *King Richard III.* and *King Henry VIII.*; and any one of the tragedies — *Macbeth*, *Hamlet*, and *Julius Cæsar*. (b) The plot and story of the three plays to be given, and the principal characters in each to be described. (c) Any one of the three plays to be critically studied.

Note B, pp. 273 and 276, *continued*: —

(1) Milton, Cowley, Beaumont, Fletcher, Ben Jonson, Shakespeare.

(3) Sir Thomas Browne, Jeremy Taylor, Bacon.

As the three years' course does not include the study of the earliest period of English Literature, it may be best to call attention to the *Arcadia*, *Utopia*, and the masterpieces of Spenser and Chaucer.

II. *Reading aloud; reciting or speaking selections in prose and poetry from the authors.* (See note C, p. 273; B, pp. 273, 276, 281.)

(1) Reading aloud by each pupil. Selections from the authors studied this year are to be read. For other directions, see p. 274, (1).

(2) Reciting or speaking by each pupil. See directions, p. 274, (2).

III. *Writing essays*: —

NOTE J. — Instruction in the subjects (1)–(6) is *suggested*; the analysis of the essays (see (7)) is required.

(1) The different kinds of composition, defined and distinguished; and illustrated by examples from good authors.

(2) The selection of a subject. The principles for guidance.

(3) Writing with a definite object in view, or with a definite proposition to support. Reasons therefor.

(4) Division of the subject; plan, including arrangement of topics.

(5) Introduction; kinds of explanation (exposition), persuasion, and argument; conclusion.

(6) The treatment of the subject. Investigation and reflection usually necessary. Invention. The taste, attainments, and circumstances of the readers to be considered. The proportion and length of the exposition, persuasion, and argument. A mere allu-

sion to what is well known; the omission of unnecessary circumstances in persuading, and of arguments in convincing. Unity.

(7) The analysis of Macaulay's essay on Addison or on Milton, and of one of Bacon's essays.

(8) At least six compositions to be written during the year, and to be criticised in the respects mentioned on p. 280, (12) (*b*), and p. 281, (2)-(6).

(9) Writing, in blank-books, notes of the instruction, and abstracts of the lectures, in English Literature, Rhetoric, and History.

HISTORY.

NOTE K. — The field in History is even larger, and the time for instruction less, than in English Literature. Therefore the aim must be to bring out prominently, in their chronological order, a few important eras, and to make them tell a brief but connected story of the progress of the world's history from the beginning to the present time. To accomplish this, the teacher, using the illustrations of manners, customs, architecture, and art, grouping and picturing events, and pointing out their causes and consequences, must present clearly and vividly the life of each historic people, and must show the geographical, intellectual, and moral influences that bear upon the growth and decay of nations. In such a course, only prominent persons and great events with their associated places and dates can receive special study; the chief attention must be given to the growth, characteristics, and civilization of nations.

While each pupil will be required to have only a fair knowledge of the essential topics, it will be for his interest to learn where to look for a large knowledge. The standard authors that treat of the subjects studied should be mentioned, and should be accessible; and the most interesting and instructive sections and chapters should be recommended for reference and immediate or future reading. The teacher may increase the value of the lessons by assigning to each member of the class a special topic to be investigated by him, and to be reported upon; all the other members being responsible for good entries in their note-books. In this way pupils may be taught to use reference-books intelligently, and may receive an impulse to extend their knowledge of History by larger reading and thorough investigation.

FIRST YEAR.

Two hours a week before March 1; one hour after March 1.

ANCIENT HISTORY.

I. From the beginning of written history to the beginning of the Roman Empire.

* *General Outline.*

NOTE L. — By a familiar talk or lecture, and with a map for reference, the teacher should introduce the nations of the world at the time when written history begins, alluding to the evidences of an early dispersion of the Aryan people, and to the unwritten sources of history.

Then let the study begin with sketches of the early history of the

(1) Oriental Nations: (a) Egypt; (b) The Four Monarchies — Chaldea, Assyria, Babylon, Media; (c) Phœnicia; (d) Carthage; (e) Persia.

(2) The Hebrews (intermediate in characteristics between the Oriental and Occidental nations).

(3) The Occidental Nations: (a) Greece; (b) Rome.

* N.B. — For *special topics*, see Appendix, pp. 297-302.

SECOND YEAR.

Two hours a week.

MEDIEVAL HISTORY.

II. From the beginning of the Roman Empire to the sixteenth century.

* *General Outline.*

NOTE M. — From the time of Augustus Cæsar, almost to our own time, the history of the Roman Empire involves, more or less, the history of the rest of Europe. The title, Roman Emperor, — though in later times often nominal, — continued till 1806, when Francis II., of Austria, resigned the imperial crown.

(1) Character and extent of the Roman Empire in the first four centuries.

(2) Growth and establishment of Christianity within it. Invasions of the Northern races.

(3) Separation into a Byzantine (Greek), or Eastern, Empire, and a Latin, or Western, Empire.

(4) Reign of Justinian ; height of power of the Eastern Empire (sixth century).

(5) Rise of Mahometanism. Saracen Conquests in the seventh and eight centuries.

(6) Establishment of the New Empire of the West.

(7) The Feudal System.

(8) Growth and extent of Papal Dominion.

(9) The Crusades. Growth of European nationalities in the fourteenth and fifteenth centuries.

* N.B. — For *special topics* see Appendix, pp. 302-309.

THIRD YEAR.

Two hours a week.

MODERN HISTORY.

III. From the beginning of the sixteenth century to the present time.

* *General Outline.*

(1) The Reformation (sixteenth century).

(2) (a) Discoveries; (b) Settlements; (c) Colonization in America.

(3) Struggle for power in the European Monarchies.

(4) Civil Reforms and Revolutions of the seventeenth, the eighteenth, the nineteenth centuries, with their political, social, and intellectual effects.

* N.B. — For *special topics*, see Appendix, pp. 310-312.

CIVIL GOVERNMENT.

Part I.

(1) Civil Government: (a) The nature and objects of; (b) the forms of; their distinguishing features, and examples of each form; (c) the relation of, to the State.

(2) The sources of political law explained.

(3) Constitutional law, statute law, and "judiciary" law, defined and illustrated. The term "common law" explained.

Part II.

(4) The origin of the Constitution of the U.S.: (a) The ideas of government brought over by the colonists; these ideas modified by the peculiar needs and circumstances of the colonies. (b) The governments of the colonies, provincial, proprietary, and charter. (c) Steps towards a united government: First Continental Congress, 1774-75; second Congress, 1775-76; Declaration of Independence and the Revolution. (d) The government of the Confederation; its general character, its radical weakness, its decline and fall. (e) The formation and adoption of the Constitution.

(5) The relation of the national government to the state governments: (a) The constitution, not a compact; not a confederation; but "the supreme law of the land." (b) * The national government, limited in its powers, but supreme to the limit of those powers. (c) The national government and each state government, complements of each other. (d) * Powers not delegated or prohibited by the Constitution are reserved to each state, or to the people.

(6.) The preamble of the Constitution gives the objects of the national government. Pupils to commit the preamble to memory.

(7) The national government, through its officers, exercises three classes of powers, — the legislative, the executive, and the judicial. The reasons for this division of powers.

NOTE N. — The constitution itself, with its amendments, can now be used as a text-book. The teacher will, of course, supply whatever of comment or exposition the pupil may need, and, in cases of doubtful interpretation, will, in the main, be guided by the principles which such jurists as Story and Marshall have enunciated. *Subjects, not within the comprehension of the majority of a class, or not important for citizens to know, should be omitted.* The topics and their order are indicated by the articles and sections of the constitution. (The Roman numeral refers to the article; the Arabic figure, to the section or clause; A, to the amendments of the constitution).

(8) Legislative powers: (a) Vested in Congress, I., 1. (b) The House of Representatives, 2; A, XIV., 2, 3. (c) The Senate, 3. (d) Elections; and meetings of Congress, 4, 5 (1). (e) The powers, privileges, and disabilities of each house and of its

* See Constitution A, VI., 2; Amendments, A, X.

members, 5, (2, 3, 4), 6. (*f*) Mode of passing laws, 7. (*g*) The powers of Congress, 8; IV., 1, 3. (*h*) Prohibitions on Congress, I., 9; A, I. (*i*) Prohibitions on the States, I., 10; A, XIV., 1; A, XV., 1.

(9) Executive powers: (*a*) Vested in a President; his term of office, II., I. (*b*) Choice of President and Vice-President, 2, 3, A, XII. (*c*) Time of electing, II., 4 (Act of Congress, 1792). (*d*) Qualifications of President, 5. (*e*) His removal or death, 5. (*f*) Removal or death of both President and Vice-President, 6. (*g*) Compensation, 7. (*h*) Oath or affirmation, 8, 9. (*i*) Powers and appointments, 1, 2, 3. (*j*) Duties, 3 (Executive departments). (*k*) Removal by impeachment, 4.

(10) Judicial powers: (*a*) "Vested in one Supreme Court and in such inferior courts as the Congress may from time to time ordain and establish," III., 1 (Circuit and District Courts, and Court of Claims, established by Congress). (*b*) Tenure of office; compensation, 1. (*c*) Jurisdiction, 2. (*d*) Trial by jury, 2; A, V., VI., VII. (*e*) Definition and evidence of treason, III., 3.

(11) (*a*) Privileges and immunities of citizens, IV., 2. (*b*) Fugitives from justice; from slavery, 2; A, XIII. (*c*) Admission of states into the Union; and the government of territory, IV., 3. (See powers of Congress.) (*d*) Guaranty of republican government to every state, and protection against invasion and domestic violence, 4. (*e*) Mode of amending the Constitution, V. (*f*) Public debts, VI., 1; A, XIV., 4. (*g*) Supremacy of the Constitution, and the laws, 2. (*h*) Oaths of office; no religious test, 3. (*i*) Ratification of the Constitution, VII. (*j*) Freedom of religion, of speech, and of the press; the right to assemble and to petition, A, I. (See powers of Congress.) (*k*) Militia; billeting soldiers; warrants for seizing person or property; bail; suits in law or equity, A, II., III., IV., VIII., XI. (*l*) Rights not enumerated, A, IX. (*m*) Powers not delegated to U.S. are reserved to the states or to the people, A, X.

Part III.

(12) Government of Massachusetts: (*a*) The origin, formation, and adoption of its constitution. (*b*) Parallelism of the state and

the national constitution. (c) The preamble. (d) The bill of rights.

(13) The legislative powers: (a) Vested in the General Court, consisting of the Senate and the House of Representatives. (b) The number, qualification, and election of members; and the special powers of each house. (c) The officers and the business of each house. (d) The mode of passing laws. (e) The powers of the General Court.

(14) The executive powers: (a) * Vested in a Governor, Lieutenant-Governor, Council, Secretary, Treasurer, Auditor, and Attorney-General, elected by the people; and also in certain Boards and Commissions appointed by the Governor. (b) * The qualifications, the terms of service, the powers and duties of these officers.

(15) The judicial powers: (a) Vested in such courts as the General Court establishes. (b) * The Supreme Judicial Court, the Superior Court, Probate Courts, District Courts, Police Courts, Municipal Courts; the number and appointment of judges; their term of office; the jurisdiction of the respective courts. (c) * The office of district-attorney, reporter, clerks of court, trial-justice, justice of the peace, and attorney-at-law. (d) Juries; their qualifications and duties. (e) An explanation (or an illustration by a mock-trial) of the proceedings of courts in civil and criminal cases.

(16) The qualifications, powers, and duties of the principal county and town officers.

(17) The cardinal rights and duties of *citizens*, whether of town, state, or nation.

BOTANY.

NOTE O. — How plants grow; why plants grow; and how they are classified by their relationships, are the direct questions to be answered by the study of Botany. In seeking and giving answers to these questions, pupils learn to observe carefully, to describe accurately, and to compare objects as to their similarities and differences, — exercises among the best for securing good mental training.

* Most of these topics should receive but a passing notice.

FIRST YEAR.

Four hours a week after March 1.

METHOD OF STUDY.

(1) Germination. Let the study begin with the living plant, not with the text-book. The teachers of this science should anticipate the first of March, and have ready for use seeds in different stages of germination. A box of earth, in the window of the class-room, will show the process and the different modes of germination, and furnish all the illustrations needed for this topic.

(2) Parts of a plant. Present to the class, as soon as possible, specimens from which to give the names of the parts of a plant, including the parts of a complete flower; and endeavor to bring all these terms into familiar use.

(3) Morphology of Roots. (a) Specimens for the study of the forms of roots can be procured before the spring foliage begins to appear; therefore this topic may be treated early. (b) Offices of roots.

(4) Morphology of Leaves. (a) The forms and venation of leaves may be learned from pressed specimens, if needful; otherwise, reverse the order of topics 4 and 5. The many new terms introduced with this subject will be best fixed in the memory by requiring pupils to draw and label the different shapes, margins, etc. (b) Various offices of leaves.

(5) Growth from Buds. (a) Whenever the time arrives to secure the opening buds, the growth of plants from buds, and the morphology of stems and branches, should be studied. (b) The vernalion and modifications of leaves will naturally follow.

(6) Phyllotaxy should be briefly but clearly explained and illustrated, as introductory to the next topic.

(7) Modes of Inflorescence and the Plan of the Flower.

(8) Analysis. The class is now ready to take up the analysis of plants; the beginners should answer in writing a series of questions similar to the following, as they proceed with their analyses.

(Such questions in the schedule as imply further study may be omitted in the first analyses.)

Stem — Growth and form of?

Leaves — Simple or compound? Arrangement, venation, shape, margin, etc.? Petiole? Stipules?

Inflorescence — Form of? Bracts?

Flower — Plan of? Complete? Regular, etc.? Describe Calyx; Corolla; Stamens; Pistils; Cells of ovary; Placentation; Ovules.

Fruit — Kinds of?

Family.

Genus.

Species.

(9) From this time to the end of the course, analysis, with reference to classification, should alternate with lessons on the following topics:—

(a) Morphology of the Flower, including cohesion, consolidation, and irregularity of its parts. Æstivation.

(b) Study of the structure of stamens and pistils.

(c) The kinds of fruit. Modes of dehiscence.

(d) The elements of structural and physiological botany.

THIRD YEAR.

Two hours a week after March 1.

(An elective study; see Uniform Course of Study, p. 270.)

(1) The further study of structural and physiological botany.

(2) Analysis, with special attention to the family likeness of plants, in order that pupils may see the basis of classification into natural orders, and may begin to refer a new plant to its family without the aid of an analytical key.

(3) Study of the more difficult orders of phænogamous plants.

(4) Principal characters of the classes of cryptogamous plants.

(5) Ferns studied somewhat in detail.

ZOOLOGY,

Including Human Anatomy and Physiology.

NOTE P. — To observe, to compare, and then to classify, is the method of the naturalist in his investigations, and this should be the method of a beginner

in the study of Natural History. Classification can be appreciated only when marked differences in animal structure are known. In this branch of study the strictly philosophical method of passing from the simplest to the more complex is not practicable; for the simplest animal organisms are either too minute, or otherwise too difficult, for the examination of beginners. The mistake, however, of presenting first the type of vertebrates—the most complicated of animal structures—must be avoided.

Discarding the idea that Zoölogy can be taught in a series of recitations from a text-book, the teacher should investigate with his class the structure, habits, and mode of growth, of a few typical animals. While the pupils cannot collect all the specimens needed for class study, attempts in that direction should be encouraged, and accepted as partial preparation for class-work. The teacher must be responsible for the necessary illustrations; and convenience in securing them should determine somewhat the order of his instruction. Small aquaria in the class-room will give opportunity to observe and study living specimens of several groups of animals. Whenever living or prepared specimens of types of structures cannot be obtained, good plates will generally be accessible, and sketches on the blackboard are often the most effective illustrations. Diagrams and drawings by the pupils, as aids in explaining structures and fixing forms in the memory, should be insisted upon throughout the course.

SECOND YEAR.

One hour a week.

(An elective study; see Uniform Course of Study, p. 270.)

METHOD OF STUDY.

(1) Protozoa. The careful study of the minute and often microscopic organisms of this group cannot be included in a brief course of lessons; but reference can be made to the simplicity, abundance, and diffusion of the lowest forms of animal life. Certain forms of Foraminifera can be shown and described, and their contributions to the limestone strata alluded to.

Porifera (sponges) can have a brief description.

(2) Hydrozoa (a) A hydra, in a fresh-water aquarium, can be studied as a type of this group. (b) Gemmation, fission, and compound organisms should be explained. (c) As good plates, if not specimens, of various forms of hydroids, jelly-fishes, etc., are readily accessible, reference should be made to their structure, beauty of appearance, wonderful transformations, and life in communities.

(3) Actinozoa. (a) A few sea-anemones in a jar of sea-water may lead to the study of the simple structure and mode of life of this class. (b) Corals. By means of illustrations (in the natural colors, if possible) and of cabinet collections, pupils may be introduced to the interesting and varied group of coral-polyps, with their office in rock-building.

(4) Echinodermata. The shells of sea-urchins, and dried specimens of star-fishes, with the further aid of plates and diagrams, whenever an aquarium cannot furnish living animals, will serve as texts for these families. Fossils of the ancient Crinoids should be shown.

(5) Mollusca. Oysters, clams, snails, and squids will serve as types of structure. A collection of shells will illustrate the varied forms and habits of this group; and differences in shells, as corresponding to differences in the animals, should be noted.

(6) Vermes, Crustacea, and Insecta. It will not be difficult to present proper specimens and illustrations of the structure, habits, and modes of growth of these groups. The wonderful metamorphoses and instincts of insects will excite special interest.

THIRD YEAR.

Two hours a week till March 1.

(An elective study; see Uniform Course of Study, p. 270.)

(1) Vertebrata. (a) Their general character and divisions. (b) Analogies, homologies, and affinities of structure to be clearly brought out, as the groups are studied.

(2) Fishes — Special character of.

(3) Amphibians — Metamorphoses of.

(4) Reptiles. (a) General characters. (b) Peculiarity of circulation.

(5) Birds. (a) Adaptation of structure to flight. (b) Plumage. (c) Digestive system. (d) Distinguishing characters of different orders, with study of a typical bird of each order.

(6) Mammals. (a) Characters of the class. (b) Development of the special senses. (c) Characters of the orders, with study of a typical animal of each order.

(7) Classification of animals. (a) Type characters. (b)

Natural groups. (c) Subdivisions of invertebrate and vertebrate animals in the order of rank, as far as known by the class.

(8) Faunas. (a) Distributions of. (b) Peculiarities of.

(9) Human Anatomy and Physiology. (a) Study of the skeleton. (b) The muscles. (c) The integument. (d) The internal organs, — their structure and functions. (e) The nervous system. (f) The organs of special sense. (g) Relations between bodily functions and mental powers. (h) Laws of hygiene.

DESCRIPTIVE ASTRONOMY.

NOTE Q. — It is believed that the following topics, if treated *descriptively*, may be well considered in the time reserved for this subject. In the right study of Descriptive Astronomy, theceptive rather than the logical faculty is exercised; and the teacher's aim is to form in the pupil's mind clear and vivid conceptions of the phenomena that result from the motions of the earth and of the heavenly bodies; to explain to him the simpler laws or causes of these phenomena; to call his attention to the practical bearings of this science; and to inspire in him an interest in its history and progress.

THIRD YEAR.

One hour a week through the year.

TOPICS.

(1) The different classes of celestial bodies, with a brief description of each class.

(2) The Solar System: (a) The sun; its distance; its size, as compared with the earth; its telescopic appearance; theories as to its physical constitution. (b) The orbit and motions of the earth; inclination and parallelism of its axis; inequality in length of day and night; change of seasons. (c) The moon; its telescopic appearance; its surface; its phases; harvest moon. (d) Eclipses. (e) Tides. (f) Comparative size of sun and planets. (g) The planets and their satellites described. (h) Comets. (i) Meteors. (j) Nebular hypothesis.

(3) Explanation of terms applied to the celestial sphere.

(4) Apparent movements of the heavenly bodies.

(5) Constellations, — how to identify the most brilliant, and when visible.

(6) In connection with preceding topic, a few simple problems for the terrestrial and celestial globes.

(7) Measurement of time: (a) Sidereal and solar day. *(b) Equation of time. *(c) Synodic and sidereal periods of revolution. (d) The calendar.

(8) Kepler's laws of planetary motion.

* (9) Mutual attractions and perturbations of the planets, alluded to briefly.

* (10) Precession of the equinoxes — cause and effects.

* (11) Brief account of a few astronomical instruments, with allusions to the necessary corrections of observations (for parallax, refraction, aberration).

(12) Practical uses of the study of astronomy.

(13) Sketch of the history and progress of the science.

* Omit this topic if there be not time enough to treat it.

APPENDIX.

SUGGESTIONS OF METHODS OF STUDYING AN AUTHOR.

After the teacher has called attention to a few points in the life, times, and character of an author, the class should take some *narrative* or *descriptive* piece and read it aloud, special attention being given to reading it in such a manner as to express clearly the thought, with such modifications of the voice as the sentiment requires. This should be accompanied by such a running commentary by the teacher as will enable the pupils to understand the story, if it is a narrative, or to form a mental picture of the scene described. The commentary should not, however, be such as to interfere with the interest of the story or description; but simply what is necessary to a general understanding of the piece. It will often require an explanation of many words that are but vaguely understood by the pupils, and attention to such constructions as require elucidation. This having been done, it will be an excellent practice for the pupils to *tell*, orally, what they have read in their own language. This may be made a class exercise by having one pupil begin and others follow,—each taking it up where his predecessor left off.

Let each pupil then write an abstract of it. The reading of the piece and the oral abstract which has been given, will have secured such a knowledge of it that the pupils will be likely to express themselves with a clearness which can come only from a full and exact understanding of the author.

Having carefully read the narrative or description, some parts of it may be taken and subjected to such an analysis as will show the relations of the clauses, phrases, and words to each other. It may be well, too, if the pupils are sufficiently advanced, to show something of the relations of logic—the grammar of thought—to grammar, which has to do with words, phrases, and clauses.

This will involve a knowledge of the parts of speech, the inflections, and the principles of syntax,—and should, therefore, be preceded by some review of what the pupils may be supposed to have learned previously.

After this the attention may be directed more especially to subordinate matters,—to allusions, suggestions, manners, customs, historical

references, and the like. If the selection is poetry, call attention to the metrical structure, which will involve the necessity, perhaps, of some study of prosody.

The most common rhetorical figures may be learned, — as simile, metaphor, synechdoche, and metonymy, and the selection examined with reference to their use.

Then the words may be examined with reference to their origin, derivation, and formation. This, of course, will necessitate the use of an etymological dictionary and a knowledge of the common prefixes and suffixes.

The pupils will then be able to understand what is meant by *purity* of style, and to apply their knowledge in examining this and other selections. The habit, too, which the pupils have formed of seeing the exact meaning of words, and the force of particular constructions, will aid them in writing *clearly*.

Then may follow an exercise involving all that has been done; viz., an exercise in *criticism*, or an estimate of the merits and faults of the selection.

If it is a narrative or a description, does it give us a distinct and consistent conception of the story told, or the object described, as a whole? Or is there something wanting, or but vaguely hinted at, which is necessary to a perfect understanding of the author? A careful examination in these regards will determine its quality with regard to *completeness*.

Is there *more* than is necessary to give such a conception, — something not so intimately connected with the subject as to render the conception more vivid and well defined, but rather to confuse? On the answer to this will depend its *unity*.

Then may follow an examination of the style. Are the words such as are sanctioned by “good use”?

Are the words well chosen to express the exact ideas of the author?

Is the construction of the sentences in accordance with the idiom and syntax of the language? This, of course, will involve some knowledge of barbarism, impropriety, and solecism.

How much of the preceding should be done in the several classes will depend on the pupils’ power of appreciation, and the time devoted to the study.

Probably the Junior class will be glad to take another selection, after having obtained such a knowledge of it as to be able to write a good abstract, to analyze some of the most difficult sentences, and give the grammatical inflexions and relation of some of the principal words, — with some, but not a wearisome, attention to allusions, historical suggestions, etc.

The Middle class will be able, in addition to this, to subject the selection to such an examination as will involve some knowledge of rhetoric.

The Senior class may give some attention to each of the parts enumerated, with special attention to criticism.

But such study will not give pupils facility and accuracy in composition without *much practice* in writing.

We learn to skate by skating, and to write by writing. There is no other way.

SPECIAL TOPICS OF THE COURSE IN HISTORY.

These topics are presented as a guide in the arrangement of the lessons, and not as a chronological table to be learned. The teacher will, naturally, develop the most important subjects, and note the corresponding dates, but will pass lightly over the minor topics that connect the prominent events.

As the events of a century or period are presented, that part of the tabular arrangement which relates to them can be written on the black-board and copied by the pupils. During a lecture, recitation, or review, the table may be used for reference; and thus, according to the law of association, the order and sequence of events may be fixed in the memory.

The early dates, being uncertain, are given in round numbers. The more important dates are *italicized*.

FIRST YEAR.

ORIENTAL NATIONS.

EGYPT.

B.C.

4000 or 3000. Old Monarchy. Memphis. Pyramids built.

2000. Middle Monarchy. Hyksos. Joseph in Egypt.

1525. New Monarchy. Thebes.

King Armis. Deliverance.

1300. Sesostris. Conquests. Karnac.

730. Egypt conquered by Ethiopia.

The Nile. Papyrus. Civilization. Caste. Hieroglyphics.

Temples. Pyramids. Industry.

THE FOUR MONARCHIES.

B.C.

- 2300-1250. Chaldæa. Tigro-Euphrates basin.
 1250-625. Assyria. Sennacherib. Nineveh.
 750-538. Babylonia. Nebuchadnezzar. Babylon.
 700-550. Media. Cyaxares. Invasion of Cyrus.
 Wars. Castes. Civilization. Industries. Architecture.
 Astronomy.

PHENICIA.

2750. Temple of Hercules. Tyre.
 1600. Tyre in time of Joshua.
 1000. Tyre in time of Solomon.
 Manufactures. Commerce. Colonization.
 1100. Gadura, or Gades.
 850. Subject to Assyria.

CARTHAGE.

Oriental in origin and characteristics.

800. Foundation.
 Conquests.
 509. First treaty with Rome.

(Here brief reference may be made to the existence of the two empires of India and China at the time when historic records begin.)

INDIA.

3000. Brahminism. Castes. Sanscrit language (with evident kinship to European languages).
 2000. Vedas. Doctrine of Transmigration.
 600. Origin of Buddhism.
 Ancient Architecture (remains of). Early Commerce.

CHINA.

3000. Early history of China involved in great obscurity.
 550 (about). Confucius. Buddhism (as supplanting the ancient religion, 65 A.D.)
 200 (about). Building of the Great Wall (for protection from the Tartars).
 Peculiar Language. Isolated, stationary civilization for many centuries.

PERSIA.

B.C.

2000. Zoroaster. Zend Avesta.
 660. Achæmenes.
 558. Cyrus. Conquests to the Ægean.
 529. Cambyzes. Conquests of Phœnicia and Egypt.
 521. Darius I. Conquests of India and Scythia.
 Government. Education.

HEBREWS.

Period I.

- 2100-1900. Patriarchal tribe. Abraham. Captivity in Egypt.
 1650. The Exodus. Moses.

Period II.

- A Nation. The Law. Conquests of Canaan. Judges. Kings.
 1050. David. Jerusalem the capital.
 1000. Solomon. The Temple.

Period III.

975. Two kingdoms.
 721. Fall of Israel.
 586. Fall of Judah.
 Captivity and dependence.

Period IV.

536. Restoration. Cyrus.
 167-37. Maccabees. Judæa a Roman province (63).
 Prophets. Elijah, Isaiah, and Daniel as types.
 Influence of Hebrew religion and literature upon later
 civilization.

OCCIDENTAL NATIONS.

GREECE. HELLAS.

- Territory. Interior. Coasts.
 Reputed origin of civilization.
 Egypt and Athens.
 Phœnicia and Thebes.
 Heroes { Hercules. Dorian.
 Theseus. Ionian.

B. C.

Expeditions, { Argonauts.
Trojan War.

Political condition.

States organized as cities.

Bonds of union, { Olympic Games.
Amphictyony of Delphi.

1000. Dorians in Peloponnesus.

900 (about). Homer.

776. First Olympiad begins.

850. Lyeurgus in Sparta, { Discipline.
Lawgivers.

594. Solon in Athens, { Wise legislation.

600. Periander of Corinth,

524. Pisistratus and his sons of Athens, } Tyrants.

Ostracism.

Colonies on the coasts and islands of the Ægean and Mediterranean; — especially in Southern Italy (Magna Græcia) and Sicily.

5th Century. The Persian Invasion.

501-494. Ionic Revolt.

493. Persia against Greece, 1st time.

490. Persia against Greece, 2d time.

Marathon. Miltiades.

Themistocles and Aristides in Athens.

481. Congress of Corinth.

480. Persia against Greece, 3d time.

Xerxes, { His army. Bridge over the Hellespont. His fleet.
Canal across Athos.

Thermopylæ. Leonidas.

Salamis. Themistocles.

479. Plateæa. Mycæle.

477. Confederation of Delos.

444-429. Pericles at Athens.

Age of Pericles. Æschylus — Drama. Phidias — Art. Socrates and Plato — Philosophy.

431. Peloponnesian War.

415. Sicilian Expedition. Alcibiades.

404. Fall of Athens.

387. Peace of Antalcidas.

379. Thebes against Sparta. Epaminondas.

359. Philip of Macedon.

338. Chæronea. Demosthenes.

336-323. Alexander. His conquests and their effects.

B. C.

281-146. Achæan League.

197. Fall of Macedonia.

146. Fall of Corinth. Greece a Roman province.

Influence of Grecian civilization, art, literature, and science,
upon later history.

ROME.

753-392.

Period I.

A Latin colony on the Tiber against Etruria.

Patricians:

Kings, Senate, Comitia Curiata, Consuls, Dictators,
Priesthoods.

Plebeians:

Comitia Tributa, Tribunes.

(Patricians and Plebeians both in Comitia Centuriata,
but Patricians the ruling body.)

509. Treaty with Carthage.

507. Conquests by Etruscans.

492. Mons Sacer.

450. Laws of the XII. Tables.

482-392. War at intervals with Veii.

392-100.

Period II.

1st to 265, when Rome became mistress of Italy. Roman heroes, before this time legendary in part, now historical.

387. Rome taken by Gauls.

373-363. Ten years' struggle of Licinius. Results.

340. Samnite wars begin; last 50 years.

338-335. Latin war. Decius.

280-274. War with Pyrrhus and Southern Italy.

265-222. Submission of Italy, North and South.

Roman roads. Colonies. Roman Citizenship extended.

2d to 100, when Rome was mistress of the Mediterranean.

264-241. 1st Punic War. Sicily a Province.

237. Hannibal's Vow.

218-201. 2d Punic War. Spain and elsewhere.

148-146. Macedonia and Achaia became Roman Provinces.

146. Carthage taken and destroyed.

133. Asia Minor under Roman dominion.

133. Tiberius Gracchus. Tribune.

B.C.

123. Caius Gracchus. Tribune.

101. Marius, Consul, 6th time.

101-27.

Period III.

The last years of the Commonwealth. Troubles at home and abroad. Conquest of Gaul.

90-88. Social War.

88. Civil War of Marius and Sulla.

73-71. Servile War. Spartacus.

88-63. Mithridatic Wars. Pompey.

63. Catiline's Conspiracy. Cicero.

60. First Triumvirate. Julius Cæsar.

58-50. Cæsar's Conquests in Gaul.

55. Britain invaded by Cæsar.

48. Pharsalia.

45. Cæsar made Perpetual Dictator; his reforms, plans, death (44 B.C.).

43. Second Triumvirate.

42. Philippi.

31. Actium.

27. Augustus, Emperor.

SECOND YEAR.

Few exact dates are required, but it is expected that the important events and movements of each period and century will be learned.

FROM THE BEGINNING OF THE ROMAN EMPIRE TO THE SIXTEENTH CENTURY.

Period I.

27 B.C. to 400 A.D.

The Roman Empire during the first four centuries. Its characteristics, at first, those of past ages.

Christianity introduces a new element, and prepares the way for the institutions of modern history.

At first its followers unknown and unmolested, afterward persecuted as dangerous to the state.

From the time of Constantine the history of the church and the history of the empire are joined.

1st Century.

The Twelve Cæsars (so called). Their elections and reigns.

9. Defeat of Varus by Arminius. Its importance.

64. Persecution of the Christians by Nero.

A.D.

70. Fall of Jerusalem.

79. Destruction of Herculaneum and Pompeii.

80. Dedication of the Coliseum.

The splendor of Rome. Its Capitol. Forum. Gladiators.
Triumphal Arches. Aqueducts. Literature. Law.

2d Century.

Five good Emperors (so called). Their succession and reigns.
Persecutions of the Christians under Trajan and under Marcus Aurelius.

The Catacombs of Rome. Beginnings of Christian Art.

193. The Pretorian Guard sells the Imperial Title.

3d Century.

Teutonic Invasions. First appearance of the Goths and the Franks.

269. Great victory over the Goths by Claudius II.

270. Aurelian. Defeat and captivity of Zenobia (273).

286-305. Diocletian and Maximian, joint emperors.

4th Century.

303. Persecution of the Christians under Diocletian.

306-337. Constantine, Emperor. His conversion to Christianity.

323. He becomes sole Emperor. Establishment of Christianity as the religion of the Empire.

325. Council of Nice. (Nicæa.)

330. Seat of government transferred to Constantinople, which, when the Empire was divided, remained the capital of the eastern part.

376. The Goths, pressed by the Huns, cross the Danube and settle within the Empire.

378 Battle of Adrianople—first great victory of the northern races.

378-395. Theodosius, last Emperor, before the

395. Separation of the Eastern and Western empires.

Period II.

400-800.

The new races from the north gradually take possession of the government of the empire. Rise of Mahometanism and Conquests of the Saracens. Origin and development of the Feudal System.

5th Century.

410. Alaric, the Goth, takes Rome.

414. German tribes press into Gaul and Spain, and form an independent Visigothic kingdom.

A.D.

- 445-452. Attila, the Hun (ravages of); defeated at Chalons by the united armies of the Romans, Goths, and Franks.
452. Venice founded by a band of fugitives.
455. Genseric, the Vandal, sacks Rome.
476. End of the succession of the Western Emperors. Odoacer.
- 493-526. Italy under Theodoric the Goth. Settlements of Franks and Burgundians within the empire.
496. Clovis, king of the Franks. End of the Roman dominion in Gaul. Origin of the Romance Nations and Languages.
410. The Roman legions leave Britain. The Scots and Picts.
- 449-585. Invasion of Britain by the Saxons, Angles, and Jutes. Saxon Conquest. Beginning of the English nation. Time of King Arthur.
597. St. Augustine's mission to England.

6th Century.

During the 6th, 7th, and 8th centuries Constantinople the capital of the whole Empire.

- 527-565. Justinian the Great. Belisarius. Last struggle of the Eastern Empire for European dominion. Code of Civil Law. Building of the Church of St. Sophia.
- 568-774. The Lombards in Italy. Overthrown by Charlemagne.

7th and 8th Centuries.

The Saracens, — how different from the Northern races.

622. Mahomet (Birth, 569). (Hegira, 622). (Death, 632.) The Koran. Spread of Mahometanism. The Caliphs.
- 632-713. Saracen Conquests of Syria, Egypt, North Africa, Spain, and Southern France. All in less than a century.
716. Second siege of Constantinople by the Saracens. Defeated by Leo, the Isaurian, Emperor. The Iconoclastic Controversy begun, which led to the schism of the Eastern or Greek Church.
732. Battle of Poitiers or Tours. Saracens defeated by Charles (Martel). End of their conquests in Western Europe.
755. Saracen Empire divided. A Caliph at Bagdad and a Caliph at Cordova. The empire invaded by Turkish tribes from beyond the Oxus.
- Dissensions, wars, Saracenic learning in the Middle Ages.
752. Pepin, king of the Franks.
768. Charlemagne, king of the Franks.
800. Charlemagne elected Emperor of the West and crowned at Rome by the Pope. The Roman Empire restored.

*Period III.***A. D.***800-1000.*

Attempts to reunite the different nations and classes, 1st, by the Feudal System, and, 2d, by the New Empires of the West.

9th Century.

In this century the four great powers of the civilized world were the two Christian Empires and the two Mahometan Caliphates. The parts of Europe not included in either Empire were still heathen and barbarous, except the British Islands, which were both Christian and independent.

800-814. Empire of Charlemagne. Its character and extent. Charlemagne and Haroun Al Raschid, contemporaries.

843. The Dominion of Charlemagne divided, after much fighting, by the treaty of Verdun. Partial reunion in 884.

887. Final division of the Empire of Charlemagne. The history of France and Germany begins.

841-912. The Normans or Northmen (Sea Kings).

871. Alfred the Great of England. Wars with the Danes.

911. Rolf or Rollo, Duke of Normandy.

10th Century.

Rise of the Feudal System, from the mingling of Roman and Teutonic ideas. Lord bound to vassal; vassal to lord; vassal to vassal; — thus the preparation for national life. Different classes of this time. Their origin. Divisions among them. Social troubles; wars; pestilences; famines; — society sometimes apparently on the brink of ruin.

936. Otho I., king of Germany.

962. Otho I., crowned Emperor at Rome, — thus uniting the Roman Empire to the German Kingdom.

962-978. Relations between the Empire and the Papacy; also between the Empire and the German and Italian princes.

996. Otho III. in Rome; his projected dominion.

*Period IV.**1000-1500.*

Papal Dominion. Struggles between the Popes and the Emperors. Persecutions of the Jews and other heretics. The Crusades. Power of towns and cities, and growth of trade and commerce. Growth of national spirit in the 14th and 15th centuries. Study of the old Roman Law renewed.

A.D.

General revival of learning. Art and Architecture of the Middle Ages.

11th and 12th Centuries.

1013-1035. The Danes in England. Canute and his dominions.

1060. The Normans in Italy and Sicily. Robert Guiscard. Southern Italy a papal fief.

1066. The Normans in England. William the Conqueror. Effect of his conquest on the history of England.

1054. Separation of the Eastern or Greek church.

1073-1085. Gregory VII. (Hildebrand). Disputes about the marriage of the clergy, simony, and right of investiture.

1077. Henry IV. and Gregory VII. Canossa.

1085. Toledo taken from the Mahometans by Alphonso VI. The Cid. The Moors called into Spain.

1035-1071. Rise of the Seljuk Turks. Conquest of Western Asia.

The Monastic Orders

of Chivalry, { Knights of St. John, 1099,
 { Knights Templars, 1118.

of Poverty, { Franciscans (mystics), 1200,
 { Dominicans (ascetics), 1215.

[Monastic life, which began in the East, was first established in Italy in the 6th century (Benedictines).]

1095-1270. The Crusades; — their causes: difference between the early and later Crusades. Peter the Hermit.

1095. Council of Clermont.

1096. First Crusade. Godfrey of Bouillon.

1147. Second Crusade. St. Bernard.

1190. Third Crusade. Richard I. Frederic Barbarossa. Philip Augustus. Saladin.

Effects of the Crusades on Society, Literature, Art, Science, and Commerce.

Chivalry, born of the Feudal System and the Crusades. Knighthood, its chief institution. Tancred, a representative knight. Military orders. Castles. Tournaments. Troubadours. Effects of chivalry on society.

1155-1190. Frederick Barbarossa, King of Germany, crowned Emperor.

1156. Title "Holy Roman Empire" first used.

Contest between Frederick Barbarossa and the cities of Northern Italy. The Lombard League (1167).

Contest between Frederick Barbarossa and Pope Alexander III.

A.D.

Party names, Guelphs and Ghibellines (Origin of the names).

1183. Peace of Constance.

Growth of the Italian Republics, especially Pisa, Florence, Genoa, and Venice.

1164-1170. Thomas à Becket, Archbishop of Canterbury. His contest with Henry II. His Canonization.

13th Century.

1198-1216. } Innocent III., Pope. Height of Papal power.

1199-1216. } John, King of England. Quarrel between the two.

1215. Magna Charta. Its importance.

1220. Frederick II., King of Sicily, Emperor of the Holy Roman Empire at command of the Pope.

Quarrels between him and successive Popes, which end in his being deposed

1245. By the Council of Lyons.

1206. Invasion of Genghis Khan. Russia held by the Tartars for more than two centuries.

1208. Crusade against the Albigenses.

1226-1270. St. Louis IX., king of France, Crusader. Growth of his kingdom.

1254-1273. The Great Interregnum in the Western Empire.

1260. First Diet of the Hanseatic League; the last in 1630.

1265. Barons' war in England. Burgesses in Parliament.

1285-1314. Philip the Fair. Relations with the Popes. States-General. Tiers État.

1309. Papal See moved to Avignon.

1307-1313. Arrest and suppression of the Templars.

1265-1321. Dante, the Imperialist. Rise of Italian literature.

14th and 15th Centuries.

At first France the leading power. Next, England the leading power. In the latter part of the 15th century Spain prominent in the Old World and the New.

1291-1314. Scottish wars. Bruce and Wallace. Bannockburn.

1291. National Spirit in Switzerland. League of the Cantons. Confederation against Austria.

1315. Battle of Morgarten. Battle of Sempach, 1386.

1347. Rienzi, last of the Tribunes.

1346. Hundred Years' War begins. Battle of Crécy. Edward III. Development of England. Suffering in England and France.

1347. Taking of Calais by the English.

1349. Order of the Garter established.

A.D.

1356. Battle of Poitiers. The Black Prince.
 1358. Insurrection of the Jacquerie.
 1360. Peace of Bretigny.
 1376. Return of the Pope to Rome.
 1378. Great Schism of the West.
1415. The Council of Constance. The Roman Emperor appears for the last time as an international power.
 1413-1422. Reign of Henry V. Agincourt (1415). Rouen (1419). Treaty of Troyes (1420).
1429. Jeanne d'Arc.
1453. End of the Hundred Years' War. Constantinople, taken by the Ottoman Turks, becomes the capital of the Ottoman Empire. The Eastern Empire overthrown.
 Dispersion of Greek scholars. Italy the seat of learning, which ceases to be clerical and becomes lay. Florence. The Medici. Savonarola.
1450. (about). Art of Printing invented, — effect upon literature.
 Gunpowder used about 1300, — change in mode of warfare.
 Use of Mariner's Compass, about 1400, led to voyages of discovery.
 1461-1483. Louis XI. controls the nobility and extends the territory of France.
 1467-1477. Charles the Bold, Duke of Burgundy.
 1491. Duchy of Brittany becomes a part of France.
 1494. French invasion of Italy.
 1469. Marriage of Ferdinand and Isabella, uniting Castile and Aragon. Extent of Ferdinand's dominion. Connection, by the marriage of his daughters, with the thrones of Portugal, England, and Germany. (Netherlands and Burgundy then belonged to Germany.)
1492. Conquest of Granada. Expulsion of the Moors.
 1418. Prince Henry of Portugal at Sagres. Discoveries.
 1486. Cape of Good Hope discovered by the Portuguese.
1492. America discovered.
 1498. Vasco da Gama's voyage to India.

THIRD YEAR.

FROM THE BEGINNING OF THE 16TH CENTURY TO THE PRESENT TIME.

*Period V.***A.D.**

1500 to the present time.

Reforms, first ecclesiastical, then civil, divide and agitate Europe for centuries. The Reformation. Settlements. Colonizations.

English revolutions of the 17th century.

American and French revolutions of the 18th century.

European revolutions of the 19th century, with their political and social effects.

16th Century.

1500. Discovery of Brazil.

1520. Conquest of Mexico.

1532. Conquest of Peru.

1565. Spaniards in Florida. Settlement of St Augustine.

1516. Charles I. of Spain becomes

1519. Charles V. Emperor of Germany.

1517. Luther at Wittenberg. "The Reformation" begins.

1521. Diet at Worms.

1529. Lutherans first called Protestants.

1534. English act of supremacy; the kingdom separates from the Church of Rome. Persecutions. Sir Thomas More.

1540. Order of Jesuits — Loyola, Xavier.

1545-1563. Council of Trent (with interruptions).

1546-1552. Religious wars in Germany.

1555-1558. Successive abdications of Charles V. Contemporaries, Henry VIII. of England, Francis I. of France, and Gustavus Vasa of Sweden.

1562-1595. Religious wars in France.

1572. Massacre of St. Bartholomew. The Guises.

1589-1610. Henry IV. (of Navarre).

1598. Edict of Nantes.

1556. Spain, the power that opposed reform, the greatest power in Europe.

1556-1598. Philip II., king of Spain; — already sovereign of Naples, Milan, and the Netherlands, and husband of Mary of England.

During his reign the power of Spain declines rapidly.

A.D.

1568-1609. Revolt of the Netherlands under William the Silent, Prince of Orange, which ends in their separation from Spain.

1579. Union of Utrecht. Origin of the Dutch Republic.

1588. Defeat of the Spanish Armada.

The Spanish power breaking up at home and abroad.

1558-1603. Age of Queen Elizabeth.

1603. Union of the crowns of England and Scotland.

James I. of England and VI. of Scotland.

17th Century.

Literature, Art, Science, in the 17th century.

1605. First permanent French settlement in America (Acadie).

1607. First permanent English settlement in America (Jamestown).

1613. First Permanent English settlement in India.

1618-1648. Thirty Years' War. Germany its centre.

1620. Spain in the war. 1625, Denmark in the war. 1630, Sweden (Gustavus Adolphus) in the war; and France, England, and Scotland begin to take part. 1635, France openly in the war.

1648. Peace of Westphalia, the so-called "Balance of Power."

1614. New York settled by the Dutch.

1620. Plymouth settled.

1630. Boston settled.

1625. Charles I. of England. Petition of Right (1628).

1640. Long Parliament.

1649. English Commonwealth.* Cromwell.

1660. The Restoration. Charles II.

1622-1642. The power of France under Richelieu.

1643-1715. Age of Louis XIV. Splendor of the Court. Military Achievements. Literature. Growth and losses of France.

1685. Revocation of the Edict of Nantes.

1688. William of Orange. Second English revolution.

1697. Peace of Ryswick.

1682. Pennsylvania settled by William Penn.

1689-1725. Peter the Great. Russia takes a place among the civilized nations of Europe. Wars with Sweden, Turkey, and Persia. St. Petersburg founded.

18th Century.

Political, social, and intellectual transition.

1701. Prussia becomes a kingdom.

1701. War of the Spanish Succession, which continues till

1713. Peace of Utrecht. (Bourbons established in Spain.)

A.D.

1707. Union of the kingdoms of England and Scotland under the name of the Kingdom of Great Britain.
1708. East India Company. Growth of the English dominion in India out of its mercantile settlements.
- 1740-1748. Frederick the Great. War of the Austrian Succession. Maria Theresa. Peace of Aix-la-Chapelle.
- 1756-1763. Seven Years' War. Treaty of Paris. Prussia becomes one of the five great powers of Europe. Effect of the war upon England and the English Colonies.
- 1755-1763. French and Indian war.
1755. Braddock's defeat. French expelled from Acadie.
1759. Wolfe's victory. France loses Canada.
- 1772-1795. Successive partitions of Poland.
1761. Beginning of the struggle between England and the American Colonies.
1774. First Continental Congress.
1775. War of the Revolution begins.
1776. Independence declared.
1778. France in the war. }
1779. Spain in the war. } Motives.
1781. Holland in the war. }
1783. Peace of Versailles and Peace of Paris. Independence acknowledged.
1787. Constitution of the United States.
1789. Washington's Administration.

French Revolution. 26 years.

1st. May, 1789, to Sept., 1792. 3½ years.

1789. The States-General called together for the first time since 1614. Changed into a National Assembly.

1791. A new Constitution. Legislative assembly.

1792. War abroad. Insurrection at home. National Convention.

2d. 1792-1799. 7 years.

1792. Reign of Terror. Robespierre.

1793. Execution of the King and of the Queen.

1793. First Coalition of European powers against France.

1795-1799. The Directory. Napoleon Bonaparte appears.

1796-1798. Wars in Italy and Egypt. Second Coalition.

1799. Bonaparte, First Consul.

3d. 1799-1815. 15½ years.

1804. Napoleon, Emperor of the French. His part in European affairs. Series of brilliant successes followed by defeat. Abdication. Retirement to Elba. His return.

A.D.

1815. Defeat at the Battle of Waterloo. Exile.
 Political and social influence of the French Revolution.
 Literature, Science, Art, in the 18th Century.

19th Century.

- New nations arise in the Old and the New World. Discoveries. Colonizations. India, China, and Japan take a part in the world's history. Struggles for the balance of power in Europe. Progress in constitutional government and in social reform. Progress in education and diffusion of knowledge. Development of productive*industries. increase in facilities of intercourse and transportation.
1800. Union of Great Britain and Ireland.
1803. Purchase of Louisiana by the United States.
1806. Francis II. resigns the Imperial Crown, after having taken, in 1804, the title of Francis I., Emperor of Austria. The "Holy Roman Empire" comes to end.
- 1810-1821. Revolt of the Spanish Colonies in America, ending in their independence.
1811. Napoleon's power in Europe at its height.
- 1812-1815. War between England and the United States.
1819. Treaty between Spain and the United States. Florida ceded to the United States.
- 1815-1852. Restoration of the Bourbons in France. Revolutions. (1830 and 1848.) Monarchy of July. Republic. Second Empire under Napoleon III.
1815. Congress of Vienna. German Confederation.
1821. Greek War of Independence.
1822. Brazil separates from Portugal and becomes an empire.
1830. Belgium separates from the Netherlands and becomes a kingdom.
1842. Treaty between England and the United States for adjustment of the north-eastern boundary.
1845. Annexation of Texas to the United States.
- 1846-1848. War between the United States and Mexico. Acquisition of California and part of New Mexico by the United States.
1848. A year of revolutions in Europe.
1854. Commercial treaty between the United States and Japan.
- 1854-1856. Crimean war between Russia and Turkey. France, England, and Sardinia take part.
1857. Indian (Sepoy) Rebellion.
1861. Emancipation in Russia. Rise of Russia in this century.

A.D.

- 1861-1865. Civil war in the United States.
 1863. Proclamation of Emancipation in the United States.
 1867. Purchase of Alaska by the United States.
 1863-1867. Maximilian, Emperor of Mexico.
 1871. Treaty at Washington between Great Britain and the United States. Peaceful arbitration at Geneva.
 1866. Seven weeks' war between Austria and Prussia. Prussia raised to the first place in Germany.
 Austria, separated from Germany, forms the
 1868. Austro-Hungarian monarchy.
 Italy — Struggles for independence and unity. It becomes a united kingdom under
 1870. Victor Emanuel, with Rome for its capital.
 1870. Franco-Prussian war, ending with the defeat of France and consolidation of Germany.
 1871. Coronation of William I. of Prussia as German Emperor.
 1870-1875. Napoleon III. deposed. Commune. Constitutional Republic in France.
 England in this century. Parliamentary and political reforms. Share in foreign wars. Relations with foreign possessions. Abolition of Colonial Slavery (1833).
 Spain — Unsettled state of government since the Peninsular war. Loss of foreign possessions and of prestige in Europe.
 1877. War between Russia and Turkey.

PHYSICS.**SECOND YEAR.***Three hours a week.*

1. Introduction.
2. Properties of matter.
3. Heat.
4. Electricity, including magnetism.
5. Mechanics of solids, begun.

THIRD YEAR.*Two hours a week.*

1. Mechanics of solids, completed.
2. " " fluids.
3. Wave motions.
4. Acoustics.
5. Optics.

REGULATIONS
FOR THE
DEPARTMENT OF SEWING
IN THE
PUBLIC SCHOOLS.

REGULATIONS FOR THE DEPARTMENT OF SEWING • IN THE PUBLIC SCHOOL.

1. Two hours a week shall be given to each scholar of the fourth, fifth, and sixth classes of the Grammar Schools, one hour at a time, for instruction in sewing. This time shall not be shortened for other studies, or examinations, or any other purposes, without the consent of the Committee on Sewing, especially obtained.

2. Each scholar shall bring work from home prepared, as far as possible. But in any case where it is not so provided, the sewing teacher shall have work on hand, that there may be no excuse for an unoccupied hour, and that time may not be wasted.

3. A sufficient supply of needles, thread, and thimbles shall be kept on hand by the sewing teacher, to furnish to any child who is without them, from carelessness, or inability to supply them, or who has not the proper needle or thread for her work.

4. The sewing teacher shall make all preparation and fitting of work out of school, that she may give the whole of the hour to the oversight of the work. Any fitting that requires time should be laid aside, to be attended to out of the hour, and other work supplied in its place.

5. Every effort shall be made to vary the instruction, that every girl may learn thoroughly the varieties of work. If she has learned one kind of work, the sewing teacher shall furnish her with some other variety, that she may be made efficient in all kinds of work. Patchwork should be discouraged after a scholar has learned it thoroughly. Every effort shall be made for promotion in work, from plain sewing, through the darning of stockings, to nice stitching and button-holes, from the simpler to the more difficult, in order to give an interest and desire for perfection in such work. Pieces of cloth shall be kept for practice in making button-holes, stitching, or any other such special work, which can be given wherever there is want of work, or if other work has been com-

pleted in the course of the hour, or to carry out the idea of promotion.

6. The sewing teacher may find assistance from any charitable society with which she is connected, which would willingly furnish garments prepared and fitted, to be returned to the society when completed.

Or she can suggest to any scholar who has not provided material for her work, that she may show to her parent or guardian the garment she has finished at school, and offer it to her for the price of the material. Many a mother would like to buy such a garment, for its use, or for a specimen of work, if it is well done.

7. The several teachers will abstain, as much as possible, from making any demands for material, excepting thimbles, thread and needles, as it is the desire of the Committee on Sewing that the pupils, as far as possible, should supply themselves with material.

8. The regular teacher of the class is expected to take entire charge of its discipline, as she is more thoroughly acquainted with her scholars; also to see that the work is distributed promptly, at the beginning of the hour, either by herself, or through monitors; to assist in keeping each scholar diligently occupied through the sewing hour, and to keep the daily record of finished articles. It is recommended that she should give credits, or marks, for efficiency or inefficiency in sewing, in the same manner and according to the methods pursued in other lessons in her class.

In the mixed schools, when girls are taken from one or more classes to form one division, the boys of these classes can be put under one teacher, while the other takes charge of the class in sewing, and these teachers can alternate in their duties.

The Committee on Sewing believe that if these regulations are closely adhered to, not only will the sewing become more efficient, and the teaching more practical, but each teacher will find an advantage from the regularity and the thoroughness of its instruction.

F. LYMAN WINSHIP,	} Of the
Chairman,	
LUCIA M. PEABODY,	
Secretary,	} on
	} Sewing.

PRIMARY, GRAMMAR, HIGH, LATIN, AND NORMAL SCHOOLS.

TEXT - BOOKS

AUTHORIZED FOR THE

SCHOOL YEAR 1877-78.



PRIMARY SCHOOL TEXT-BOOKS.

Sixth Class.

Franklin Primer, Leigh's type.

Fifth Class.

Franklin Second Reader, Leigh's type.
Worcester's Primary Spelling Book.

Fourth Class.

Franklin Second Reader.
First Music Reader.
Worcester's Primary Spelling Book.

Third Class.

Eaton's Primary Arithmetic.
Franklin Second Reader.
First Music Reader.
Worcester's Primary Spelling Book.

First and Second Classes.

Eaton's Primary Arithmetic.
Franklin Third Reader.
First Music Reader.
Worcester's Primary Spelling Book.
Hillard's Fourth Reader (*permitted* in First Class).

All the Classes.

First Primary Music Chart.
Primary School Tablets.

GRAMMAR SCHOOL TEXT-BOOKS.

Sixth Class.

Eaton's Intellectual Arithmetic.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Warren's Primary Geography.

Swinton's Language Lessons.

Franklin Fourth Reader.

Intermediate Music Reader.

Worcester's Spelling Book.

Fifth Class.

Eaton's Grammar School Arithmetic.

Eaton's Intellectual Arithmetic.

Hooker's Child's Book of Nature (*permitted* as a reading or lesson book).

Warren's Primary Geography.

Swinton's Language Lessons.

Franklin Intermediate Reader.

Intermediate Music Reader.

Worcester's Spelling Book.

Fourth Class.

Eaton's Grammar School Arithmetic.

Eaton's Intellectual Arithmetic.

Worcester's Elementary Dictionary.

Warren's Common School Geography.

Swinton's Language Lessons.

Franklin Fifth Reader.

Intermediate Music Reader.

Worcester's Spelling Book.

Third Class.

Eaton's Grammar School Arithmetic.

Eaton's Intellectual Arithmetic.

Worcester's Elementary Dictionary.

Warren's Common School Geography.
 Anderson's Grammar School History.
 Swinton's Language Lessons.
 Franklin Fifth Reader.
 Intermediate Music Reader.
 Worcester's Spelling Book.

Second Class.

Eaton's Grammar School Arithmetic.
 Eaton's Intellectual Arithmetic.
 Worcester's Comprehensive Dictionary.
 Warren's Common School Geography.
 Kerl's Common School Grammar.
 Anderson's Grammar School History.
 Franklin Sixth Reader.
 Fourth Music Reader.

First Class.

Eaton's Grammar School Arithmetic.
 Eaton's Intellectual Arithmetic.
 Worcester's Comprehensive Dictionary.
 Warren's Common School Geography.
 Kerl's Common School Grammar.
 Worcester's History.
 Cooley's Elements Natural Philosophy.
 Franklin Sixth Reader.
 Fourth Music Reader.

All the Classes.

American Text-Books of Art Education.
 A. R. Dunton's Writing Books, University Series, or Payson,
 Dunton, & Scribner's.

HIGH SCHOOL TEXT-BOOKS.

ENGLISH.

First Year.

Bain's Brief English Grammar.

Hill's General Rules for Punctuation.

*Irving's Sketch-Book.

*Longfellow's Poems.

*Lowell's Vision of Sir Launfal.

*Scott's Poems and Prose.

Second Year.

Abbott's "How to Write Clearly."

Haven's Rhetoric.

*Goldsmith's Poems and Prose.

*Addison's Prose.

Third Year.

Milton's Poems.

Shakespeare's Plays.

*Bacon's Essays.

Second and Third Years.

*Macaulay's Essays.

First, Second, and Third Years.

Worcester's Comprehensive Dictionary.

FRENCH.

First, Second, and Third Years.

Keetel's Analytical and Practical Grammar.

Spiers and Surenné's Dictionary (octavo).

* Such selections as may be authorized by the Committee on High Schools.

First and Third Years.

Bôcher's Otto's French Reader.

Second Year.

Saintine. Picciola.

Achard. Le clos pommier.

De Vigny. Cinq Mars.

Feuillet. Roman d'un jeune homme pauvre.

Eckmann-Chatrian. Le conscrit de 1813.

“ “ Histoire d'un paysan.

“ “ Madame Thérèse.

“ “ Histoire d'un homme du peuple.

Dumas. La tulipe noir.

“ Vie de Napoleon.

Verne. Voyage autour du monde en 80 jours.

Bôcher's College Series of French Plays.

Assolant. Récits de la vieille France.

Malot. Romain Kalbris.

Souvestre. Au coin du feu.

“ Philosophe sous les toits.

Third Year.

Sand. Nanon.

“ Contes d'une grand'mère.

Taine. Notes sur l'Angleterre.

Guizot. Civilization en Europe.

Duruy. Histoire de France.

Thierry. Lettres sur l'histoire de France.

Feuillet. Mémoires du Cardinal de Retz.

About. Le roi des montagnes.

Plutarque. Grecs illustres. } Edition abrégée.

“ Romains illustres. } Hachette, Paris.

Lacombe. La petite histoire du peuple français.

Bôcher's College Series of French Plays.

GERMAN.

First Year.

Otto's Grammar, for pupils beginning German the first year.

Whitney's Grammar, for pupils beginning German the third year.

First and Third Year.

Balladenbuch.

Whitney's German Reader.

Second Year.

Grimm's Mährchen.

Musäus Volksmährchen.

Tieck's Elfen, and Der blonde Eckbert.

Goethe's Hermann und Dorothea.

Schiller's William Tell.

Third Year.

Schiller's Don Carlos.

“ Jungfrau von Orleans.

Lessing's Minna von Barnhelm,

Tieck's Der gestiefelter Kater.

Zschokke's stories.

Hofmann's Fräulein von Scudery.

First, Second, and Third Years.

Köhler's German Dictionary.

LATIN.

First, Second, and Third Years.

Allen & Greenough's Latin Grammar, for use only in the Roxbury, West Roxbury, and Brighton High Schools.

Harkness's Latin Grammar, for use only in the English High, Girls' High, Dorchester High, and Charlestown High Schools.

First and Third Years.

Allen's New Latin Method, for use only in the Roxbury. West
Roxbury, and Brighton High Schools.

Harkness's New Latin Reader, for use only in the English High,
Girls' High, Dorchester High, and Charlestown High Schools.

First, Second, and Third Years.

Latin School series, I. and II.

Third Year.

Virgil (any edition).

HISTORY.

First, Second, and Third Years.

Swinton's Outlines of the World's History.

Third Year.

Martin's Civil Government.

MATHEMATICS.*

First Year.

Bradbury's Eaton's Algebra.

Second and Third Years.

Bradbury's Elementary Geometry, for use in all the High Schools
except the English High School.

Chauvenet's Geometry, for use only in the English High School.

Second Year.

Bradbury's Elementary Trigonometry, for use in all the High
Schools except the English High School.

Greenleaf's Trigonometry, for use only in the English High School.

* NOTE. — One set of apparatus for illustrating the Metric System is allowed
each High School, at an expense not exceeding \$15.00 for each school.

PHYSICS.

Second and Third Years.

Norton's Natural Philosophy.

ASTRONOMY.

Third Year.

Kiddle's Astronomy.

CHEMISTRY.

*Third Year.*Eliot and Storer's Elementary Manual of Chemistry, edited by
Nichols.

BOTANY.

First and Third Years.

Gray's School and Field Book of Botany.

ZOÖLOGY.

Second and Third Years.

Morse's Zoölogy.

PHYSIOLOGY.

Third Year.

Hutchison's Physiology.

MUSIC.

First, Second, and Third Years.

Eichberg's High School Music Reader.

DRAWING.

First, Second, and Third Years.

American Text-Books of Art Education.

“Advanced” Classes of the English High and Girls’ High Schools.

ENGLISH HIGH SCHOOL.

LATIN.

Harkness’s Latin Grammar.
Harkness’s New Latin Reader.

FRENCH.

Corneille’s Cid.

GERMAN.

Goethe’s Faust.
Hermann und Dorothea.
Schiller’s William Tell.

MATHEMATICS.

Greenleaf’s Trigonometry.
Loomis’s Navigation.
Peck’s Analytical Geometry.

CHEMISTRY.

Eliot and Storer’s Qualitative Analysis.

PHYSICS.

Ganot’s Physics.
Peck’s Mechanics.

GIRLS’ HIGH SCHOOL.

ENGLISH.

Selections from Chaucer, from Shakespeare, and from Milton.

FRENCH.

Herrig’s La France Littéraire.

LATIN.

Cicero, Virgil, and Horace (any edition).

MATHEMATICS.

Bradbury's Elementary Geometry and Trigonometry.

CHEMISTRY.

Hill's Lecture Notes on Qualitative Analysis.

ASTRONOMY.

Kiddle's Astronomy.

PSYCHOLOGY.

Noah Porter's Elements of Intellectual Science.

Peabody's Moral Philosophy.

LATIN SCHOOL TEXT-BOOKS.

LATIN.

Andrews's Lexicon.

White's Abridged Lexicon.

Harkness's Grammar.

“ Prose Composition.

“ Reader.

Smith's Principia Latina, Part II.

Latin School Series, Vol. I.: Phædrus, Justin, and Nepos.

Harkness's Cæsar.

Greenough's Catiline of Sallust.

Latin School Series, Vol. II.: Ovid, Curtius, and Cicero.

Greenough's Ovid.

“ Virgil.

“ or Harkness's Orations of Cicero.

GREEK.

Liddell & Scott's Lexicon.
Goodwin's Grammar.
White's Lessons.
Jones's Prose Composition.
Goodwin's Reader.
The Anabasis of Xenophon.
Boise's Homer's Iliad.

ENGLISH.

Soule's Hand-book of Pronunciation.
Hill's General Rules for Punctuation.

Hawthorne's Wonder Book.
" Tanglewood Tales.
Cox's Tales of Ancient Greece.
Bulfinch's Age of Fable.
Plutarch's Lives of Famous Greeks and Romans.

The Crofton Boys, by Harriet Martineau.
Tom Brown's School Days at Rugby, by Thomas Hughes.
Two Years before the Mast, by Richard H. Dana, Jr.
Robinson Crusoe, by DeFoe.
One of Scott's novels.

Three plays of Shakespeare.
Selections from the poems of
Milton.
Pope.
Gray.
Goldsmith.
Wordsworth.
Scott.

Campbell.

Byron.

Macaulay (The Lays of Ancient Rome).

Tennyson.

Lowell.

Holmes.

Whittier.

Longfellow.

Bryant.

Selections from the essays of

• Addison.

Steele.

Selections from the works of

Prescott.

Irving.

A few orations or speeches of

Burke.

Pitt.

Fox.

Webster.

Everett.

Sumner.

FRENCH.

Spiers and Surenné's French Dictionary (octavo).

Keetel's French Grammars, Elementary and Analytical.

Contes des Fées, par Perrault.

Jean qui grogne, par Mme. de Ségur.

Jeanne d'Arc, par Michelet.

Robinson Suisse, par Wyss.

Batavia, par Conscience.

Voltaire's History of Charles XII.

Duruy's or Guizot's History of France.

Selections from the Works of Sainte-Beuve.

Selections from Taine's English Literature.

GERMAN.

Whitney's Grammar.

Whitney's Reader.

HISTORY.

Higginson's Young Folks' History of the U.S.

Smith's Smaller History of Rome.

“ “ “ Greece.

Long's Classical Atlas.

GEOGRAPHY.

Geikie's Primer of Physical Geography.

Warren's Common School Geography.

PHYSIOLOGY.

Macé's History of a Mouthful of Bread.

Foster's Physiology ; Science Primer.

BOTANY.

Gray's How Plants Grow.

“ School and Field Book of Botany.

Apgar's Plant Analysis.

ZOOLOGY.

Morse's Zoölogy.

Agassiz' Sea-side Studies.

MATHEMATICS.

Eaton's Common School Arithmetic.

“ High “ “

Tower's Intellectual Algebra.

Bradbury's Eaton's Algebra.

Hill's First Lessons in Geometry.

Lowell's Science of Form.

Peirce's Plane and Solid Geometry, or Chauvenet's Geometry.

DRAWING.

Walter Smith's American Text-Books of Art Education.

MUSIC.

Eichberg's High School Music Reader.

NORMAL SCHOOL TEXT-BOOKS.

The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

REFERENCE BOOKS FOR PRIMARY AND GRAMMAR SCHOOLS.

Adopted Jan. 23, 1877 (page 12, Minutes 1877).

PRIMARY SCHOOLS.

Worcester's Comprehensive Dictionary.
National Music Teacher.
Walter Smith's Teachers' Manual of Freehand Drawing.
Monroe's Vocal Gymnastics.

GRAMMAR SCHOOLS.

Johnson's Atlas.
Flammarion's Atmosphere.
Martin's Civil Government.
Appleton's American Cyclopædia.
Chambers's Cyclopædia.
Chambers's Cyclopædia of English Literature.
Anthon's Classical Dictionary.
Webster's Quarto Unabridged Dictionary.
Webster's National Pictorial Dictionary.

Worcester's Quarto Unabridged Dictionary.
 Thomas's Dictionary of Biography and Mythology.
 Guyot's Earth and Man.
 Reclus's Earth.
 Lossing's Field Book of the Revolution.
 Gould Brown's Grammar of English Grammars.
 Lippincott's Gazetteer.
 Bancroft's History of the United States.
 Palfrey's History of New England.
 Shurtleff's Topographical History of Boston.
 Weber's Universal History.
 Reclus's Ocean.
 Wilson's Punctuation.
 Frothingham's Rise of the Republic.
 Frothingham's Siege of Boston.
 Hawes's Synchronology of Ancient and Modern History.
 Philbrick's Union Speaker.

MAPS AND GLOBES.

Cutter's Physiological Charts.
 Cornell's Series Maps, } Not exceeding one set to
 Guyot's Series, Maps Nos. 1, 2, 3, } each floor.
 Joslyn's 15-inch Terrestrial Globe, on Tripod (one for each Grammar School).
 9-inch Hand-Globe, Loring's Magnetic (one for each Grammar-School-room).

GRAMMAR SCHOOLS.

SET OF PHILOSOPHICAL APPARATUS.

LAWS OF MATTER, ETC.

Lead Hemispheres.
 Inertia Apparatus.
 Capillary Tubes.
 Capillary Plates.
 Disk for Adhesion.
 Set of Collision Balls.

Centre of Gravity, viz. : —

- (a) Loaded Wheel and Stand.
- (b) Balls of unequal size on rod.
- (c) Plumb Line.
- (d) Leaning Tower.
- (e) Square block with centres and lines.
- (f) Triangular block with centres and lines.
- (g) Oblique Parallelogram with centres and lines.
- (h) Double Cone.
- (i) Inclined Plane.

Mechanical Powers, viz. : —

- (a) Wheel and Axle.
- (b) Four Systems of Pulleys, Balanced.
- (c) Capstan.
- (d) Inclined Plane and Carriage.
- (e) Screw, in frame.
- (f) Compound Levers on Stand.
- (g) Simple “ “
- (h) Wedge.
- (i) Set of weights, 1 to 32 oz.

Central Forces.

Illustration of the Pendulum.

Set of Geometrical Solids.

Set of Cube-Root Solids.

Set of Crystal Models.

HYDROSTATICS.

Equilibrium Tubes.

Upward pressure of Liquids.

Siphon.

Cup of Tantalus.

Model of Suction Pump.

Model of Force Pump.

Principle of Hydrostatic Press.

HEAT.

Ring and Ball Pyrometer.

Compound Bar.

Fire Syringe and Tinder.
Reflector.
Wire Gauge.
Conductometer.
Spirit Lamp.
Flask with Rubber Tube.
Ring Stand and Beaker.

PNEUMATICS.

Air Pump.
Plain Receiver, 1 qt.
Capped Receiver, 1 gal.
Sliding Rod.
Hand Glass.
Rubber Bag and Cap.
Expansion Apparatus.
Bacchus Illustration.
Magdeburg Hemispheres.
Barometer Apparatus, with Extra Tube.
Iron Basin.
Guinea and Feather Tube.
Wood Cylinder and Weight.
Washers, Oil, for Pumps.
Bell for Vacuum.
Fountain in Vacuum.
Baroscope.

ELECTRICITY.

Electrical Machine.
Insulated Conductor.
Glass Friction Cylinder.
Wax Cylinder.
Electroscope.
Flier.
Stand and Bells.
Movable Coat Jars.
Miser's Plate.
Improved set of Leyden Jars.

Insulated Stoo .
Discharger.
Ether Spoon.
Faraday's Bag.
Pith Balls for Dancing.
Amalgam.

MAGNETICS.

Bar Magnet.
Large U Magnet and Wheel Armature.
Voltaic Battery.
Electro Magnet.
Helical Ring.
Galvanometer.
Revolving Magnet.
Shocker.
Pair Plain Handles and Wires.
Telegraph Model, with separate signal key and long wires.
Powder Cup.
Magnetic Needle and Stand.
Dipping Needle.

OPTICS.

Prism.
Plain, Convex, and Concave Lenses. Large.
Stand and Clamp for Prism and Lenses.
Pair Mirrors, arranged to be hinged.
Eye Model and Stand.
Newton's Color Disc, adjusted to revolve.

ACOUSTICS.

Sonometer.
Violin Bow.
Organ Pipe, with Piston, 2 octaves.
Glass Vase for vibrations.
Iron Screw Press.
Brass Plate for vibrations.

R E P O R T
OF THE
COMMITTEE ON MUSIC.



REPORT OF THE COMMITTEE ON MUSIC.

The report of the Committee on Music, which formed part of the last Annual Report, concludes with the expression of a hope that a Musical Festival will be held at the Tabernacle in the spring of 1877, and ventures to predict that it will be a great success, in such case, first, because it will be possible to bring together a chorus of two thousand voices, and an audience of over four thousand; secondly, because the acoustic properties of the building are exceptionally good; and, thirdly, because the pupils of the public schools have made great progress in singing during the three years which have elapsed since the last Festival. This anticipated success was fully realized when, in pursuance of the recommendation of the Committee on Music, the Festival took place at the Tabernacle, on Saturday, June 2. The remarkable smoothness and evenness of tone, the careful observance of light and shade, the prompt and simultaneous attack which then gave such fine effect to the singing of the young choristers under the leadership of Mr. Julius Eichberg, were due not only to the generally efficient method of instruction pursued in our public schools, but also to the careful training of the singers by the special instructors in music since the month of March. At the request of the Music Committee the music of the programme then

began to be made a part of the regular lessons in the High and Grammar Schools, and thus the pupils selected to sing at the Festival were thoroughly well drilled without encroachment upon the hours assigned to other studies. Shortly before the first general rehearsal at the Tabernacle, the special instructors held mass rehearsals at some convenient place in their several districts, and the result was, that when the separate contingents of this musical army were brought together it proved to be a unit, inspired with one feeling and one spirit.

The chorus, which was double the size of that at any previous Festival, numbered two thousand one hundred singers, divided equally into first and second sopranos and altos, who collectively represented all the High and Grammar Schools of the city.

The first rehearsal, on Tuesday, May 28, was attended only by those directly engaged in the performance; the second, on Friday, June 1, by the masters and teachers of the public schools and the parents and teachers of the children, and the final performance, on Saturday, June 2, by the State and city authorities, invited guests, and persons interested in the cause of musical culture.

The general appearance of the building was excellent, thanks to the tasteful arrangement of plants, green branches, flowers, and flags, by the well-known florist, Mr. William Doogue. The vast choir at the back of the building formed an immense semicircle, sloping towards the orchestra, in front of which stood the conductor's desk. The organ, which formed the apex of the singing multitude, was built

by Mr. George H. Ryder, set up expressly for the Festival, and played by Mr. J. B. Sharland, one of the special instructors of music. All the arrangements were under the control of the Chief Marshal, Mr. Larkin Dunton, Master of the Normal School, to whom the master of each participating school reported after he had conducted his portion of the choir to its assigned place.

The seating of the audience was confided to Col. Twombly and thirty officers of the Boston School Regiment, who acquitted themselves of this duty most efficiently and courteously.

Owing to the vast size of the Tabernacle, the musical effect was not as great as that produced in the Music Hall at former festivals by half the number of singers. The spectacle also was less imposing than that furnished at the Music Hall, where the singers were brought more closely together, and seated as in an amphitheatre, in rows rising one above the other, at a much sharper angle than at the Tabernacle. Nevertheless, the sight was one not easily to be forgotten, and the body of tone, though less powerful and less magnetic, was singularly clear, compact, and pure.

Abundant and well-deserved praise was given both to the children for their singing, and to their instructors, who had labored most assiduously to bring it up to the highest standard of attainment.

Among the choruses sung, many of which had been arranged by the Director of Music, Mr. Julius Eichberg, were several old favorites, which were received with even more than usual applause,

such as the solo and chorus from Mendelssohn's *Athalie*, Mr. Eichberg's stirring national hymn, "To thee, O Country," and the Hundredth Psalm, which fitly closed the exercises. Of the new numbers, the most effective was a four-part chorus by Schubert, which was exceptionally well sung by the pupils of the High Schools.

The following programme was performed:—

ORDER OF EXERCISES AT THE EIGHTH MUSICAL EXHIBITION
OF THE HIGH AND GRAMMAR SCHOOLS, OF THE CITY OF
BOSTON, UNDER THE DIRECTION OF THE STANDING COM-
MITTEE ON MUSIC, AT THE TABERNACLE, SATURDAY AF-
TERNOON, JUNE 2, 1877, COMMENCING AT 4 P.M. PRECISELY.

JULIUS EICHBERG (Director of Musical Instruction)	. . .	<i>Conductor.</i>
J. B. SHARLAND (Special Instructor)	. . .	<i>Organist.</i>
LARKIN DUNTON (Master of the Normal School)	. . .	<i>Chief Marshal.</i>

PROGRAMME.

PART FIRST.

1. VOLUNTARY ON THE ORGAN.
2. SOLO AND CHORUS, from "*Athalie*," *Mendelssohn*
 "Heaven and earth display," etc.
 The Solo will be sung by Pupils of the High Schools.
3. OVERTURE TO RUY BLAS *Mendelssohn*
 By the Orchestra.
4. CHORAL IN UNISON *Bach*
 "Now night comes softly stealing."
 Sung by the full Chorus of more than two thousand voices.

5. CHORUS *Meyerbeer*

“Thy flowery banks, O lovely river,
Thy sparkling stream and golden strand.”

6. HALLELUJAH, from the Christmas Song “Chant de Noel,” . *Saint Saens*

“Raise now your song on high, and adore the Lord our God,” etc.

INTERMISSION.

PART SECOND.

7. OVERTURE, “Jubel,” *Weber*

Orchestra.

8. FOUR-PART CHORUS, “Night,” *Schubert*

“So fair art thou,
Silence divine, enfolding us now,” etc.

Sung by the Pupils of the High Schools.

9. TO THEE, O COUNTRY — (by request) *Julius Eichberg*

“To thee, O Country, great and free,
With trusting hearts we cling,” etc.

Words by Miss Anna P. Eichberg.

10. EVENING SONG *Mozart*

“Mid the evening’s quiet splendor,
Lord, to thee my thanks I render,” etc.

11. CHORUS, from “Massaniello,” *Auber*

“Come, come with me, and I will give thee
All that can thy hopes entwine.”

Arranged by J. Eichberg.

12. THE ONE HUNDREDTH PSALM.

1. “From all that dwell below the skies,
Let the Creator’s praise arise;
Let the Redeemer’s name be sung,
In ev’ry land, by ev’ry tongue.

2. "Eternal are thy mercies, Lord;
Eternal truth attends thy word;
Thy praise shall sound from shore to shore,
Till suns shall rise and set no more."
-

The audience is requested to rise and join in singing the second verse.

The organ, built by George H. Ryder & Co., was placed in the Tabernacle expressly for the Festival.

Since the commencement of the present school term, in September last, nothing especially worthy of record has occurred in connection with musical instruction. A course of lessons in High-School instruction has been given at the Normal School to its pupils, and to teachers in the High Schools. The Music Committee has carefully considered the best course to be pursued in regard to the granting of certificates to well-qualified teachers, and of giving those who are not so an opportunity to obtain them, after passing their examinations. The power to oblige all teachers who have not passed examinations to attend lessons at the Normal School, was given to the Music Committee by the School Board in May last ; but the committee did not deem it expedient to exercise this power too hastily, for the reason that, owing to the long course of instruction which has been given to the teachers in past years, and to the practice which they have had, many of them are perfectly competent to give the musical instruction

required in their grade of schools, and are thus fairly entitled to certificates without any further employment of their already heavily taxed time. When it has been ascertained who these qualified teachers are, attendance on lessons and the passing of examinations will be required of those only who are at present unfit for their duties. This plan has already been followed out so far as the Primary-School teachers are concerned, and the Music Committee now propose to issue certificates to those of their number whom they have ascertained to be worthy to receive them. The same course will be pursued in regard to the Grammar and High School teachers.

In behalf of the Committee,

CHARLES C. PERKINS,
Chairman.

ANNUAL SCHOOL FESTIVAL.

1877.

ANNUAL SCHOOL FESTIVAL.

1877.

The Annual School Festival, in honor of the graduates of the public schools, was held in Music Hall, on the afternoon of Saturday, June 30, under the direction of a committee of the School Board appointed for the purpose, consisting of Messrs. George A. Thayer, Warren P. Adams, John G. Blake, Nahum Chapin, William T. Adams.

Invitations were extended, as usual, to the City Council, the heads of departments, the School Committee, and the teachers of the public schools.

The occasion was honored by the presence of His Excellency the Governor, His Honor the Mayor, several State officials, and other distinguished citizens.

The hall was beautifully decorated with plants and flowers and evergreen, by the taste and skill of Mr. William Doogue, the florist. Festoons of green hung along the face of the balconies, and the front of the platform, and from each of the gas brackets throughout the hall was suspended a large floral ball. Long streamers of evergreen hung from the ceiling above the platform, and were festooned to the face of the balconies and the ceiling. Large bouquets depended from the chandeliers over the platform, which were also decorated with smilax. The front of the plat-

form was a mass of tropical plants, and a large pyramid, and semi-circular stand for the eighteen hundred bouquets which were prepared for the gift to the graduates. Of the latter, Mr. Doogue, Norton Brothers, and Calder & Wiswall furnished an equal number. The hall presented a beautiful spectacle when the festival began, the balconies filled with the graduates, the tasteful and attractive dress of the young ladies adding to the attractiveness of the scene. The schools were marshalled to their places by Mr. L. M. Chase, master of the Dudley School. The Boston Cadet Orchestra furnished the music for the occasion. Rev. George A. Thayer, Chairman of the Festival Committee, presided. Prayer was offered by Rev. Henry W. Foote, D.D., of King's Chapel. Mr. Thayer delivered the opening address.

REMARKS OF REV. GEORGE A. THAYER.

"YOUNG LADIES AND GENTLEMEN, — This is your birthday party. A very worthy man of the olden time, being once asked where he was born, answered, 'In Dublin and Liverpool.' There was a hidden wisdom in his answer, for he meant that in the first place he simply came into the world; and in the second, his mind was set in the direction which carried him to a good and useful manhood. We all have birthdays which in many respects are more important than those of our baby life. They are the turning-points of our destinies, when we decide what shall be our trade or profession, what shall be our chief aims and ambitions; whether we shall be men and

women of thought, study, intelligence, honesty, and industry, or whether we shall be the opposite of these: drones, butterflies, moths, careless, thoughtless, idle, and unscrupulous. And one such turning-point comes to our Boston boys and girls when the day arrives that ends their school life, as this day does with so many of you.

"Now, many of you have your faces turned towards the great, busy world, — that world which has so many rich and beautiful things to offer you, and so many dangerous things, too. The world is all before you where to choose. Some of you have been here before. Some of you will be here again, according as you have taken or are to take a High-School course. To those a day like this is not so great a day as to these others. To these we specially give this birthday party, with all the beauty and sweetness of flowers and music and gay dresses that we can gather, through them trying to express our hearty wishes that they shall find the new life upon which they are to enter as happy and fortunate as they can dream. To-day, whatever your home circumstances, you have a rich father and mother, for the wealthy and powerful city of Boston welcomes you all as its children, and makes its finest preparations for giving you God speed.

"Not long ago I was at the launching of a sloop-of-war in Charlestown Navy Yard. A large and eager crowd was there to see her off the stocks. The decks were filled with men, women, and children, in their most tasteful clothes, and most smiling faces, and as the last shore was knocked away, the sturdy

vessel glided out into that sea which was henceforth to be her home, the band struck up a joyous march, the crowd broke out into loud and long cheers, and even the waves, dashing against the wharves, seemed to have a voice of thanksgiving and hope. We all wished a brave career for the sloop, and nobody had anything to say about the possibility that she might strike a rock as she was going out of the harbor and go to the bottom, or might one day be boarded by a pirate, or captured by an enemy. We only thought of the victories for peace and freedom she might win. We are all here at another launching, of crafts more precious than any hulks of wood or iron. We know they are being sent into that ocean of life which is full of rocks, pirates, and enemies, by which many souls of promise have been destroyed. But we do not think of such perils now. We only think of the errands of mercy, peace, and virtue, on which they are to go. We think of what rich freights of health, joy, and wisdom, they may be the carriers, and we say to each of them in those words of Longfellow's 'Launching of the Ship,' which you have all learned in your school days:—

‘Sail forth into the sea of life,
And safe from all adversity
Thy comings and thy goings be.
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o’er our fears,
Are all with thee, are all with thee.’”

At the conclusion of his remarks, Mr. Thayer said that His Excellency the Governor was on the platform, but declined to speak. The presence of

the Governor called out such hearty and prolonged applause that he was compelled to rise and bow his acknowledgments. His Honor Mayor Prince was then introduced, and addressed the pupils as follows.

REMARKS OF MAYOR PRINCE.

"MY YOUNG FRIENDS,—There has been no duty which I have been asked to perform by reason of my official position so grateful to me as the distribution of the flowers on this interesting occasion.

"What a pleasant sight this is! How happy you all seem! It is proper that you should receive flowers, for no other offering can fitly represent all these smiling, rosy, hopeful faces,—the things that are sweet and lovely to those that are sweet and lovely. You have the right to be happy; you are in the morning of life, and all should be as it seems,—full of sunshine, expectation, and promise. Your young hearts as yet know nothing of the cares and disappointments which sooner or later come to all of us, even to the most fortunate, for such is the lot of humanity; but I trust that the clouds will gather for you late, and that it will be long before the flowers of your joys shall wither and fade. May your lines fall in pleasant places.

"My young friends, you are the hope of the city. She has, with a mother's solicitude, expended her wealth most lavishly to fit you for the pursuits and duties of life. Your teachers have given their patient labor and valuable time for your benefit and instruction, for your moral and intellectual development.

If you would repay all this cost and devotion let your future lives show that these sacrifices have not been made in vain. The salary of a teacher is no adequate payment for the arduous services he renders, for the care and patience and anxiety he undergoes. His compensation is found in the good behavior and intellectual progress of the pupil. You must remember that, although with most of you the school days are over, the work of mental improvement never ceases. Whatever your vocations may be, you should always find time for study, for self-culture. Time, with the most busy even, can always be found for such purposes. Hive up for yourselves stores of the wisdom which we are assured is better than rubies; gather in, ere the evening of life comes on and it is too late, treasures of knowledge, and you will have resources which will make you superior to the accidents of fortune, and enable you to find happiness under the most adverse circumstances. Panics and hard times may come, but there will be no discount on this kind of property, — it will always pay dividends, and good ones. Do you wish to achieve success in life? Work ever, be industrious, form habits of method, system, and order. Remember that whatever is worth doing at all is worth doing well. Persevere in what you undertake. Do not allow yourselves to be discouraged by failure. Nothing of value is accomplished without labor. If you read the lives of the men and women who have done great things, you will find that defeat has not discouraged, but only nerved them to new efforts, and made them the stronger. Do not expect to succeed by luck. You might as well try

and obtain a fortune by gambling. Success comes from hard, persevering work, and every one of you may achieve pretty much what he wants if he will resolve to have it, and take the proper steps to get it.

"Would you have happy lives, and make your parents and friends happy? Would you become good and useful citizens, and get the respect and esteem of the community in which you live? I will give you the recipe to enable you to do so. There is no patent on it. Keep your hearts young and innocent, as they now are. Shun every degrading habit. Avoid all that is low and mean. Be truthful and honest. Aspire to lofty things. Do not let vulgar ambitions lead you astray.

"You, or most of you, will soon be engaged in the work of earning your living. You will seek to make your fortunes, as the phrase is; but do not let money-making be the object of your lives. Wealth is valuable, —

"Not for to hide it in a hedge; not for a train attendant;
But for the glorious privilege of being independent."

It is valuable as the means of accomplishing useful and noble purposes, but if the desire for it becomes so controlling as to repress your aspirations, chill your sentiments, and harden the heart, it is an enemy.

"The great poet who has described so eloquently the fallen spirits of Pandemonium, tells us that Mammon was the meanest of the lot: —

"—— the least created spirit that fell
From heav'n, for e'en in heav'n his looks and thoughts
Were always downward bent, admiring more

The riches of Heav'n's pavement, trodden gold,
Than aught divine or holy else enjoy'd
In vision beatific."

"You have all read the beautiful story of Oliver Twist. It is written to show that virtue, if true to itself, cannot be harmed. Oliver, like the man mentioned in Scripture, fell among thieves. He was subjected to every temptation. His oppressors used every intimidation and threat, but nothing could induce him to swerve from the right and do wrong. The result was, that in the end he triumphed over all his foes.

"Imitate Oliver; dare to do right; resolve that no temptation shall lead you astray, and your path of life, whatever troubles you may meet, will be strewn with joys and pleasures such as are typified by these beautiful floral offerings."

The graduates marched over the platform, and a bouquet was placed in the hand of each by the Mayor.

During the presentation, the orchestra gave some well-rendered selections, and at the close of the presentation of bouquets a collation was furnished to the scholars, in Bumstead Hall, and to the committee and invited guests, in Wesleyan Hall.

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

1877.

FRANKLIN MEDALS.

1877.

LATIN SCHOOL.

Merle St. Croix Wright,
Jacob Charles Morse,
Benjamin Preston Clark,
Alan Joseph Abbe,
William Walker Hartwell,
Isaac Lothrop Rogers,
John Cummings Munro,
Harry Ellison Seaver.

ENGLISH HIGH SCHOOL.

William J. Bicknell,
Frank H. Briggs,

George P. Dane,
John F. Eldridge, Jr.,
James C. Elms, Jr.,
Lowell Emerson,
Daniel T. Hinckley,
Fred E. Kendall,
Thomas A. Lambert,
Edwin J. Lewis, Jr.,
Charles E. Morey,
Alfred W. Otis,
Alonzo W. Pollard,
Albert P. Smith,
Isaac D. Spitz,
Walter F. Wheeler,
Edward E. Williams.

LAWRENCE PRIZES.

1877.

LATIN SCHOOL.

DECLAMATION. — *First Prize.* — Charles J. Cameron. — *Second Prizes.* — Edward L. Underwood, Harry E. Seaver. — *Third Prizes.* — William P. Sprague, William W. Hartwell.

Exemplary Conduct and Fidelity. — Harry E. Seaver, Everett W. Hateli, Brainard A. Andrews, Samuel W. Mendum, Joseph I. Bennett, Daniel D. Lee, John R. Slattery, Clarence C. Lynch, William B. Merrill.

Exemplary Conduct and Punctuality. Merle St. C. Wright, George A. Stewart, Joseph A. W. Goodspeed, William W. Fenn, Horatio N. Glover, Jacob C. Morse, George H. Nichols, Benjamin P. Clark, Harry B. Twombly, Alan J. Abbe, Hammond V. Hayes, Willard Winslow.

Excellence in the Classical Department. — Jacob C. Morse, Berwick Manning, Fred. C. Woodbury, George A. Stewart, George R. Nutter, William H. Langdon, Willard Winslow, George B. DeGersdorf.

Excellence in the Modern Department. — Merle St. C. Wright, Charles H. Dunton, Thomas C. Bachelder, George A. Stewart, Joseph McK. Gibbons, George R. Nutter, William H. Langdon, Willard Winslow, George B. DeGersdorf.

PRIZES FOR SPECIAL SUBJECTS.

For a Translation into Greek. (Second Prize.) — A. J. Abbe.

For an English Essay. (Second Prize.) — W. W. Hartwell.

For an English Poem. (First Prize.) — C. J. Cameron.

For a Translation from French. (First Prize.) — M. St. C. Wright.

For a Translation from Horace. (First Prize.) — E. L. Underwood.

For a Translation from Tacitus. (First Prize.) — A. C. Lane.

For a Translation from Quintus Curtius. (Second Prize.) — J. A. Williams.

For a Translation from Principia Latina. (First Prize.) — J. R. Slattery.

For the Best Demonstration of a Proposed Geometrical Theorem. (First Prize.) — G. M. Hyams.

For the Best Specimen of Penmanship. (Second Prize.)—H. D. Andrews.
For the Best Specimen of Drawing. (Second Prize.)—W. H. W. Bicknell.
For the Greatest Progress in Music. (First Prize.)—H. M. Williams.—
 (Second Prize.)—H. C. Spaulding.
For a Translation from "Nepos." (First Prize.)—Reginald Foster.

ENGLISH HIGH SCHOOL.

DECLAMATION. — *First Prizes.* — John F. Sullivan, Arthur P. Ayling. —
Second Prizes. — John I. Munroe, George F. Brooks, Emanuel L. Goodhart. — *Third Prizes.* — Frank H. Briggs, Charles E. Morey, Edwin D. Stickney.

FOR ESSAYS. — *Second Prize.* — George P. Dane.

FOR EXCELLENCE IN SCHOLARSHIP AND DEPORTMENT. — *First Class.* —
 (First Prizes.) — D. O. French, H. P. Furber, J. P. Cutter, F. A. Carlton,
 H. R. Chamberlain, W. F. Rumrill. — (Second Prizes.) — F. Hucksins, J. F.
 Meins, C. A. Baker, C. F. Morse, T. McSweeney, A. P. Scavey. — *Second*
Class. — (First Prizes.) — C. Sandmann, Jr. (for special excellence in
 French); G. L. Stone, S. M. Norton, J. H. Hutchings, T. F. Hill, W. V.
 Rowe, C. A. French, C. R. Clapp, B. O. Dana. — (Second Prizes.) — F. W.
 Gowell, F. Crosby, A. B. Beeching, A. B. Jackson, D. O'Sullivan, E. Rege-
 stein, E. D. Stickney, F. Draper, Jr., W. L. Gifford. — *Third Class.* —
 (Second Prizes.) — G. Braman, S. D. Prince, J. A. Barker, W. A. Bragdon,
 L. W. Constantinides, T. A. W. Shock, D. F. Boyden, J. F. Corey, T. G.
 Cochrane, J. N. Garratt, J. A. Swan, F. A. Murphy, G. J. Ferreira, F. W.
 Doughty, F. B. Weeks, W. A. Morse, G. E. Fowle, J. Balch.

DIPLOMAS OF GRADUATION.

1877.

NORMAL SCHOOL.

Ida H. Adams,
Jessie S. Aldrich,
Mary L. Bibby,
Nellie M. Bennett,
Isabella G. Bonnar,
Addie L. Callender,
Lucy G. M. Card,
Mary I. Chamberlin,
Lena J. Crosby,
Emma A. Cudworth,
Alice M. Dickey,
Florence I. Drake,
Clara C. Dunn,
Sabina Egan,
Amorita E. Esilman,
Annie A. E. Fagen,
Catherine J. Finneran,
Mary L. Fitzgerald,
Emma R. Gragg,
Lizzie S. Gray,
Katie S. Gunn,
Carrie T. Hale,
Lydia E. Hapenny,
Alice P. Howard,
Ella C. Hutchins,
Nellie F. James,
Sara A. Jordan,
Katie A. Learned,
Carrie J. Littlefield,
Lizzie D. Lunt,
Abbie C. McAuliffe,
Ella W. Mitchell,
Dora Morrison,
Minnie E. Morse,

Annie M. Mulliken,
Hattie D. Mulliken,
Mary Murphy,
Cornelia P. Nason,
Eva M. Nay,
Henrietta Nichols,
Angie P. Nutter,
Sadie E. Paine,
Bessie Palmer,
Mary A. Palmer,
Oria J. Perry,
Sophronia H. Plinney,
Mary Ella Pitcher,
Cora F. Plummer,
Laura S. Plummer,
Almira E. Reid,
Laura S. Russell,
Mary E. Ryder,
Helen A. Shaw,
Carrie M. Small,
Alice G. Stockman,
Cornelia M. Sullivan,
Hattie L. Todd,
Mary Tucker,
Minnie S. Warren,
Ellen Watson,
Fredelena A. Wiggin,
Uleyetta Williams,
Lizzie C. Williamson,
Mary B. Winchell,
Fannie H. Wiswall.

LATIN SCHOOL.

Alan J. Abbe,
Parker N. Bailey,

Ezra H. Baker,
 Charles J. Cameron,
 William Choate,
 Benjamin P. Clark,
 Charles C. Everett,
 Joseph McK. Gibbons,
 William W. Hartwell,
 Fred A. Jackson,
 Fred T. Knight,
 Arthur J. Knowles,
 Allanson H. Mayers,
 Nehemiah T. Merritt,
 Walter W. Morong,
 Jacob C. Morse,
 John C. Munro,
 James Otis,
 George G. S. Perkins,
 Isaac L. Rogers,
 Harry E. Seaver,
 Frank Spaulding,
 John B. Studley,
 Tracey Sturges,
 William W. Taff,
 Frank G. Tomlinson,
 Edward L. Twombly,
 Merle St. C. Wright.

ENGLISH HIGH SCHOOL.

Myer Anthony,
 Arthur P. Ayling,
 James Ayres,
 Charles A. Baker,
 Edward M. Baker,
 Israel M. Barnes, Jr.,
 George A. Barron,
 Joseph P. Bassett,
 William J. Bicknell,
 Frank H. Briggs,
 Oliver N. Brown,
 Henry Bugbee,
 Lemuel S. Canning,
 Frank A. Carlton,
 John H. Carroll,
 Harry R. Chamberlain,
 Dennis H. Collins,
 James L. Corr,

Charles B. Cummings,
 John A. Curran,
 John E. Curry,
 J. Philip Cutter,
 George P. Dane,
 Edward Pelham Dodd,
 George E. Doty,
 George E. Dupee,
 Michael J. Duran,
 William P. Dykes,
 John F. Eldridge, Jr.,
 James C. Elms, Jr.,
 Lowell Emerson,
 Elmer E. Fields,
 Clarence E. Foss,
 George R. Foster,
 David O. French,
 Henry P. Furbur,
 Elmer E. Gallagher,
 Louis Gilbert,
 William H. Glover,
 Daniel T. Hineckley,
 Frank Huckins,
 David N. C. Hyams,
 Fred E. Kendall,
 Thomas A. Lambert,
 Edwin J. Lewis, Jr.,
 Thomas F. Manning,
 Joseph M. McGarrigle,
 David F. McGilvray,
 Terrance McSweeney,
 J. Frederick Meins,
 Frank I. Mills,
 Charles E. Morey,
 Charles F. Morse,
 George A. Mower,
 Augustus Nickerson,
 G. William Nowell,
 Charles M. Obst,
 David R. O'Lalor,
 Arthur O. Orne,
 Alfred W. Otis,
 George H. Page,
 Charles A. Peeling,
 Samuel Perry,
 Alonzo W. Pollard,
 Hubert Pope,

William F. Rumrill,
 Alexander P. Seavey,
 Edwin W. Shedd,
 Daniel J. Shine,
 William S. Simmons,
 Albert P. Smith,
 Isaac D. Spitz,
 Cornelius P. Sullivan,
 Michael N. Sullivan,
 Gottlieb Sutermeister,
 James Walker, Jr.,
 Joseph F. Walle,
 Eugene M. Warren,
 Edward B. Wheeler,
 James H. Wheeler, Jr.,
 Walter F. Wheeler,
 Henry S. White,
 Edward E. Williams,
 Robert W. Wilson.

GIRLS' HIGH SCHOOL.

CERTIFICATES.

SIXTH YEAR'S COURSE.

Florence J. Bigelow,
 Margaret C. Brawley,
 Carrie H. Harlow.

FIFTH YEAR'S COURSE.

Ella Bradley,
 Florence Dix,
 Clara Hersey,
 Lucy Merrill,
 Annie W. Seaverns,
 Lucy D. Tuckerman.

FOURTH YEAR'S COURSE.

Martha G. Buckley,
 Harriet A. Burditt,
 Florence H. Cogswell,
 Grace F. Coolidge,
 Nellie W. Cutting,
 Mary E. Driscoll,
 Sarah B. Fisk,
 Sarah G. Fogarty,
 Ella Fuchs,
 Kate R. Hale,

Elizabeth B. Hedge,
 Ada H. Hersey,
 M. Grace Jones,
 Hattie Mann,
 Katie M. Mason,
 Annie I. Merriss,
 A. Thérèse Miller,
 Martha H. Munro,
 Marion Newell,
 Mary E. O'Connor,
 Mary E. Pierce,
 Grace E. Shaw,
 Mary H. Shed,
 Emma F. Simmons,
 Sarah E. Welch,
 Lydia G. Wentworth,
 Lizzie J. Woodward,
 Lizzie E. Wilson.

DIPLOMAS, 1876.

Mary E. Driscoll,
 Harriet E. Mills,
 Carrie E. Sanborn,
 Mary H. Shed,
 Lizzie E. Wilson.

DIPLOMAS, SENIOR CLASS.

Mary E. Abercrombie,
 Clara P. Ames,
 Edith Herbert Bailey,
 Emma Naomi Baxter,
 Maude M. Benson,
 Caroline D. Bere,
 Jennie M. Blackinton,
 Hattie J. Bowker,
 Ida J. Breckenridge,
 Florence Cahill,
 Annie E. Clarkson,
 Annie D. Clough,
 Mary B. Corr,
 Elizabeth R. Cummings,
 Ida Maynard Curtis,
 Lulu S. Dame,
 Florence S. Daniels,
 Hattie A. Darling,
 Agnes L. Dodge,
 S. Ariadne Dorman,

Margaret B. Erskine,
 Elizabeth M. Eustis,
 Caroline A. Farrell,
 Mary L. Farrington,
 Cordelia B. Fenno,
 Ella F. Fitzgerald,
 Lizzie J. Fitzgerald,
 Martha L. Frame,
 Vinnie F. Giberson,
 Agnes Prescott Hale,
 Stella A. Hale,
 Martha W. Hanley,
 Amy Louise Harrington,
 Julia E. Harrington,
 Nellie F. Hegarty,
 Maria D. Hill,
 Emily F. Hodsdon,
 Maude Genevieve Hopkins,
 Ida Hunneman,
 Mary C. Kellogg,
 Minnie E. Lane,
 Nellie Inez Lapham,
 Annie E. Linnehan,
 Ella L. Macomber,
 Agnes E. Maguire,
 Emma E. Merrill,
 Susie Alice Milliken,
 Emily G. Morgan,
 Jennie M. Mower,
 Ella A. Orr,
 Nina A. Page,
 Annie Peabody,
 Nellie F. Pingree,
 Mary F. Savage,
 Clara A. Sharp,
 Caroline A. Shepard,
 Sarah Shippen,
 Cora Emma Sibley,
 Lucy J. Smith,
 Emma M. Snelling,
 Alice Eaton Stevens,
 Jennie L. Story,
 Fannie Sturtevant,
 Lalia Crumpton Tedford,
 Fanny Luella Toppan,
 Maria Estelle Webster,
 Alice Fell White,

Carrie G. White,
 Sarah Elizabeth Wiggin,
 Edith S. Wigley,
 Mary E. Wilkinson,
 Nellie A. Willis,
 M. Carrie Willis,
 M. Grace Wilson,
 Fannie E. Winchell,
 Mattie L. Young.

ROXBURY HIGH SCHOOL.

Boys.

John Linzee Amory,
 Augustus Bacon,
 Edward Joseph,
 Cushing Byram Faxon,
 Nathaniel Clark Fowler,
 Julius Fracker,
 William James Graham,
 Jonathan Howard Hasbrouck,
 George Hendry,
 James Pierce Hersey,
 Horace Flenning Hill,
 Jonas Ross Laws,
 Frank Warren Low,
 John Andrew Magee,
 George Richard McCarthy,
 Andrew Flagherty McDermott,
 William Benj. McWeeney,
 Franklin Knights Osgood,
 George Wm. Richardson,
 Forrest Clifton Rivinius,
 William Augustus Stephens,
 Frederic Gibbs Stetson,
 George Henry Weekes,
 Frederic Nathaniel Whitman,
 Geo. Crowningshield Kingsbury,
 Wm. Sullivan Pattee,
 Charles Herbert Salmon.

Girls.

Helen Louise Backup,
 Sarah Olive Batchelder,
 Sarah King Bates,
 Annie Lenthall Crocker,

Emma Frances Gallagher,
 Lizzie Wells Hitchcock,
 Lilian Frances Holland,
 Catherine Ann Keefe,
 Laura Maxwell Kendrick,
 Ida Victoria Lippitt,
 Henrietta Donald Macomber,
 Harriet Emma McKay,
 Alma Gardner Paine,
 Ida May Presby,
 Emma Turner Smith.

DORCHESTER HIGH SCHOOL.

FOUR YEARS' COURSE.

Boys.

Louis Monroe Clark,
 Matthew McEtrick,
 Theodore Parker,
 Walter Shepard Ufford.

Girls.

Edith Warren Everett,
 Eurilla Elizabeth Gurney,
 Margaret Agnes Reid,
 Edith Frances Scudder,
 Georgianna Meserve Twombly.

THREE YEARS' COURSE.

Boys.

Lawrence Francis Connor,
 George Thomas Cushman,
 Charles Walter Floyd,
 Chas. Edward Vance Foster,
 Bernard Martin,
 Hermon Griffin Peirce,
 Fred. Horace Pope,
 Patrick Henry Ryan,
 Otis Atherton Shepard,
 Charles Irving Swan,
 Chester Millard Taylor,
 Herbert Ames Tucker.

Girls.

Emma Eliz. Buckpitt,
 Helen Frances Burgess,
 Charlotte Louise Child,
 Mabel Annie Durell,
 Mary Ella Lapham,
 Florence Teresa A. Leigh,
 Elizabeth Anne Love,
 Harriet Ann McCurdy,
 Florence Amelia Perry,
 Ella Grace Sumner,
 Alice Williams Wheeler.

CHARLESTOWN HIGH SCHOOL.

FOUR YEARS' COURSE.

Boys.

William L. Barber,
 Justin Henry Brown,
 George W. Hammond,
 Melvin P. Hapgood,
 Benjamin F. Hodgkinson,
 Edward A. Murray,
 David P. O'Connor,
 Isaac H. Porter,
 Charles A. Simpson,
 Richard S. Smith.

Girls.

Charlotte T. Bailey,
 Florence Cushman,
 Mattie A. Davies,
 M. Josephine Furbush,
 Ernestine S. Haggett,
 Evelina L. Harding,
 Annie B. Hunter,
 Clara F. Hatch,
 Mary B. Lynde,
 Agnes McGowan,
 Hattie Osgood,
 Susie M. S. Perkins,
 Katie M. Porter,
 Mary J. Riordan,
 Mary W. Smith,

Clara A. Stetson,
Viola W. Tapley,
Carrie E. Waterman,
Edith L. Wellington,
Azuba B. Wiley,
Lucy A. Wilson,
Mary L. Wright.

THREE YEARS' COURSE.

Boys.

Graves W. Bunnell,
Charles E. Chapman,
Philip J. Cronin,
William P. Dolan,
John Duff,
Marcellus S. Field,
Edwin F. Johnson,
James Lund,
Edwin B. Manning,
Dennis F. Murphy,
Webster Norris,
William J. Smith,
Edward S. Strand,
John J. Sullivan,
Arthur W. Summers,
Henry C. Todd.

Girl.

Carrie Isabelle Colbath.

WEST ROXBURY HIGH
SCHOOL.*Boy.*

Harry A. Foss.

Girls.

Emma Louise Bragdon,
Katie M. Crabtree,
Minnie E. Dickson,
Grace M. Gilman,
Clara F. Howland,
Katie Mühe,
Susannah Newsome,
Anna Blake Partridge,

Hannah Joy Pearce,
Ella F. Phelan,
Lucy Maria Randall,
Nellie Frances Riley,
Mary E. Rogers,
Laura A. Smalley,
Miriam M. Smith,
Lydia A. Toulmin,
Mary Emma Wood.

BRIGHTON HIGH SCHOOL.

Boys.

Henry W. Bird,
Harrison E. Porter,
George A. Pratt,
George W. Tisdale.

Girl.

Mattie Knowles Borden.

ADAMS SCHOOL.

Boys.

John Joseph Cadigan,
Daniel Joseph Campbell,
Michael James Campbell,
John Joseph Farreil,
Albert Franklin Irvin Frye,
Hobart Winkley Geyer,
James Joseph Gillen,
William Andrew Hanche,
William Hayes,
William Higginson,
John William Keating,
Henry Kevill Lambert,
Michael Anselmo Martin,
George Burton Seaman,
Edward Shields,
Joseph Sidwell,
John Andrew Sullivan.

Girls.

Angie Isabelle Blaney,
Alice Henrietta Fuller,
Mary Ellen Moore,
Florence Edith Preble,
Melinda Lewis Stubbs,
Henrietta Wagner.

ALLSTON SCHOOL.

Boys.

James Bristow,
Henry E. Brown,
Charles H. Colgan,
Otis Dewire,
Edward W. Harris,
Patrick Meginn,
Irving Norton,
William R. Rollins,
James Shapleigh,
Edgar H. Trout,
Charles O. Young.

Girls.

Clara Anderson,
Clara A. Bird,
Annie B. Cameron,
Winnie Cunningham,
Lizzie E. Farrington,
Minnie L. Giddings,
Stella E. Judson,
Jessie W. Kelley,
Laura A. McHvaine,
Carrie A. Pond,
Nettie A. Prescott,
Gertrude A. Rice,
Annie L. Smith,
Minnie J. Swett,
Addie E. Vose.

ANDREW SCHOOL.

John W. Bowers,
Horace S. Bullock,
Thomas Gore,
Joseph R. Grose,
Frank H. Horton,
George C. Keenan.

BENNETT SCHOOL.

Boys.

George Atwood Brock,
Harry Kirk Chase,
Charles Henry Coyle,
William H. Croughan,

William Porter Golden,
Frank Forest Harding,
Elmer Egbert Monroe,
Charles Capen Trowbridge.

Girls.

Anna Nutter Brock,
Lillian Hooper,
Sarah Jane McMurtry,
Carrie Ellsworth Phillips,
Hattie Frances Smith.

BIGELOW SCHOOL.

Fred H. Barnes,
Henry P. Barry,
Louis E. Berges,
Harry L. Bird,
George W. Brown,
John H. Buckley,
Thomas J. Burns,
Joseph F. Coughlan,
John H. Crowley,
Harry E. Dolbeare,
Hugh V. Driscoll,
Fred L. Emerson,
Joseph J. Gallivan,
Fred A. Howard,
Archibald Johnston,
Frank W. Jones,
Benjamin F. Lake,
Reuben E. Mayo,
Charles L. McCulloch,
James J. McGinley,
Matthew H. McGrath,
Dennis P. Murphy,
Robert A. Murray,
Edward Noonan,
Michael J. O'Neil,
Frank W. Parsons,
Frank F. Plummer,
Joseph F. Ripp,
Charles H. Rockwood,
George H. Smith,
Fred H. Spaulding,
Patrick Sullivan,
Edmund C. Tarbell.

BOWDITCH SCHOOL.

Annie A. Flanagan,
 Ellen E. Foley,
 Mary J. Malone,
 Mary E. McCarthy,
 Mary E. Murphy,
 Mary E. Murphy,
 Ellen F. O'Connor,
 Catharine F. O'Neil,
 Ellen E. O'Neil,
 Susan J. Patterson,
 Julia E. Sullivan,
 Lillian M. Sullivan,
 Alice G. Tiernay,
 Mary F. Waggett,
 Mary C. Wall.

BOWDOIN SCHOOL.

Lizzie N. Allen,
 Alice E. Allston,
 Lillie G. Belding,
 Amelia E. Birmingham,
 Mabel M. Boardman,
 Dora A. Bohnstedt,
 Lizzie G. Boyd,
 Alice M. Bragdon,
 Lillie A. Braman,
 Clara N. Brooks,
 Mary Brooks,
 Lottie A. Campbell,
 Katie Carr,
 Bertha Cobe,
 Ada G. Cross,
 M. Ella Crowell,
 Mary Daggett,
 Lizzie M. Dean,
 Lulu Gillingham,
 Minnie W. Glines,
 Fannie C. Goodwin,
 Mary E. Gould,
 Annie M. Green,
 Effie M. Greenleaf,
 Josie E. Gunnison,
 Mary E. Hallahan,
 Lizzie G. Harvey,
 Hattie G. Hildreth,

Annie L. Howard,
 Annie S. Knowlton,
 Mary E. Lusk,
 Annie T. Monahan,
 Marian Newcomb,
 Lucie E. Pierce,
 Elsie R. Reed,
 Linnie Skimmings,
 Addie G. Smith,
 Agatha P. Smith,
 Clara Smith,
 Nellie Smith,
 Grace H. Watson.

BRIMMER SCHOOL.

A. P. Brown,
 F. H. W. Burditt,
 Wm. W. Butler,
 J. G. Carroll,
 C. L. Farwell,
 C. E. French,
 E. D. T. Harrington,
 C. A. Harwood,
 M. P. Hayes,
 C. G. Henley,
 D. Herriott,
 C. L. Hineke,
 H. A. Howes,
 J. H. Huddleston,
 A. S. Knight,
 T. H. H. Knight,
 A. E. Loughton,
 C. F. Linnehan,
 H. W. Meierhardt,
 W. W. Nicholls,
 S. A. Pope,
 T. L. Pratt,
 F. A. Prescott,
 J. H. Price,
 H. J. Quinn,
 R. Simmons,
 W. Simmons,
 W. C. Stahl,
 J. S. Strecker,
 F. L. Sutermeister, Jr.,
 Wm. E. Sylvester,

F. E. Thompson,
N. H. Thompson.
F. T. Vose,
G. H. Waterhouse.

BUNKER HILL.

Boys.

Frank T. Allen,
Charles J. Corwin,
Matthew A. Divver,
William L. Dodge,
Francis Meredith,
Fred S. Nelson,
William H. O'Brien,
Fred A. Parshley,
French O. J. Tarbox,
John W. Vivian,
George P. Webb,
Gilbert Y. Woodman.

Girls.

Ida F. Addison,
Alice S. Baker,
Carrie L. Caldwell,
Sarah H. DeMeritt,
Nettie A. Farrar,
Carrie R. Hall,
Hattie M. Hall,
Lizzie D. Hazeltine,
Carrie C. Loring,
Martha A. McConaghy,
Mary E. McCarty,
Carrie W. Porter,
Hannah E. Riordan,
Helen A. Towne,
Georgie A. Webber.

CENTRAL SCHOOL.

Sam. J. Bryant,
Wm. H. Goldsmith,
Fred. H. Grant,
Charles Hayden,
George E. Hogan,
Russell S. Hyde,
Frank O. Sharp,
James B. Shea,
Fred A. Stephenson.

CHAPMAN SCHOOL.

Boys.

Edward Carstensen,
Fred A. Crawford,
George F. Edgett,
Irvin Hilton,
William E. Jameson,
Elmer W. Lewis,
William E. Magurin,
Andrew J. O'Neil,
George B. Pearson,
David W. Simpson,
Frank S. Smith,
Edwin Sparks,
Elmer M. Sturtevant,
Albert C. Tilden,
Frederick H. Walker.

Girls.

Susan M. Burns,
Lillian Butler,
Mary E. Caswell,
Jennie F. Elliott,
Hattie E. Erskine,
Maggie S. Fraser,
Mary E. Fuller,
Nellie J. Gallagher,
Nellie G. Goodwin,
Annie Groat,
Flora M. Ham,
Jennie V. Hilton,
Mary F. Irving,
Arletta A. Linnell,
Jennie A. Munroe,
Edith W. Noble,
Hellen Prince,
Lena E. Synett,
Belle H. Wilson,
Fannie B. Wilson.

CHARLES SUMNER SCHOOL.

Boys.

William H. Blakemore,
Harry W. Davis,

Patrick J. Kelley,
Louis A. Warren,
Samuel C. Wiswall.

Girls.

Letitia B. Evans,
Mary J. Tabraham,
Henrietta F. Wallis.

COMINS SCHOOL.

Boys.

Thomas Joseph Finneran,
William Francis Finneran,
Frank Hendry,
Winfield Scott Hodsdon,
William Joseph Kelley,
Charles William Kuntzmann,
Patrick Francis Manning,
Joseph Francis McGowan,
Carl Edwards Steere,
George Healy Steere,
Nahum Ward,
John Dorr Wheeler,
John Bartholomew Whelton.

Girls.

Lizzie Frances Burnes,
Hattie Briggs Clark,
Lizzie Josephine Cannon,
Jane Frances Gilligan,
Katie Agnes McCarty,
Emma Agnes McGowan,
Mary Ellen McGrady,
Emily Elizabeth Michaels,
Lizzie Jane Monahan,
Adelaide Beatrice Pearce,
Emily Frances Shurtleff,
Minnie Kimball Smith,
Helen Nichols Thomas.

DEARBORN SCHOOL.

Boys.

Frank H. Chamberlain,
John Costello,
Frederic D. Fuller,
William J. Hasson,
John Jennings,
Albert E. Josselyn,

James P. Kelley,
Peter J. Mulvey,
Michael T. O'Neil,
Henry S. Ormsby,
John H. Plunkett,
Scott Reiley,
John J. Ryan,
Frederic A. Sandeen,
Alfred W. Small,
William D. Shattuck,
Irving H. Wilde.

Girls.

Mattie W. Adams,
Carrie L. Blake,
Gertrude E. Brown,
Lura I. Cady,
Alice M. Carpenter,
Rose R. Carter,
Ella R. Clark,
Emma M. Cole,
Mary A. Crosby,
Ida E. Fuller,
Emma S. Howe,
Frances H. Hunneman,
Maggie A. F. Landers,
Eva M. Maffitt,
Fannie E. Morrill,
Anna L. Osgood,
Addie M. Ryerson,
Mabel L. Tonkin,
Cora E. Trask.

DUDLEY SCHOOL.

Boys.

Frank E. Blaisdell,
Charles A. Brazer,
Bertram F. Clark,
Charles W. Cousens,
William E. Downes,
Shelton B. Etheridge,
Julius R. Fowle,
George F. French,
Thomas A. Maloney,
Herbert Powers,
George A. Richards,
George A. Whipple.

DUDLEY SCHOOL.

Girls.

Katherine H. Andrews,
Frances E. Batchelder,
Alice A. Carter,
Ellen S. Cordingley,
Carrie L. Floyd,
Harriet A. Fowle,
Ellen Garvey,
Effie L. Hale,
Carrie T. Keith,
Charlotte Kendrick,
Emma M. King,
Mary E. McMann,
Alice K. Murphy,
Emma L. Murray,
Lucia R. Peabody,
Louise F. Rogers,
Delphina Weston.

DWIGHT SCHOOL.

Evon F. Adams,
William L. Allen,
Joseph Aronson,
Benjamin W. Baker,
Theophilus B. Baker,
Harry M. Beal,
Harvey D. Bodwell,
James F. Brown,
Edward Bryant,
Henry F. Bryant,
Thomas J. Cahill,
Sidney S. Colburn,
Edward A. Cunningham,
Roger S. Dix,
Harry G. Duclos,
Thomas P. Duffley,
William H. Emond,
James G. Farrell,
Nehemiah B. Ford,
Sannuel N. Gould,
Patrick F. Grady,
Theodore G. Hapgood,
James L. Hartshorn,
Charles H. Harwood,
George A. Hibbard,

Charles S. Hull,
Timothy J. Kelleher,
Thomas H. Mack,
William A. Merrill,
Frank Morse,
Louis R. Morse,
Frank M. Morton,
George N. Norton,
Michael J. O'Brien,
Frank K. Priest,
Herbert A. Richardson,
Elmer F. Smith,
Elmer W. Smith,
Sidney R. Smith,
Frank A. Stubbs,
Albion B. Turner,
Julien W. Vose,
Ebenezer M. Watson,
Charles F. Wentworth,
Edward S. Wheeler,
William A. Whitney.

ELIOT SCHOOL.

Augustin Airola,
James H. Cahill,
David A. Collins,
James M. Corner,
Charles F. Doherty,
Frederic N. Douglas,
Jeremiah J. Driscoll,
Charles S. Fishel,
John F. Fitzgerald,
Thomas A. Francis,
Patrick F. Harrington,
Frank A. Haslam,
Charles Hollender,
Stephen E. Jeffers,
John J. H. Keenan,
Thomas M. Lewis,
Henry R. Lynch,
John E. Lynch,
George W. P. Magee,
John F. Mullen,
Frederic J. E. O'Brien,
Norton W. Phillips,
Joseph V. Poulain,

John P. Quigley,
 John J. Robinson,
 James F. Scollins,
 Wm. J. Seaver,
 James H. Sheridan,
 Ambrose A. Smith,
 Patrick F. Smith,
 David W. Sullivan,
 Thomas Tibbits,
 Frank Turner,
 George F. Weir,
 Joseph R. Welch.

EMERSON SCHOOL.

Boys.

William C. Brooks,
 William H. Dawes,
 Michael J. Gallagher,
 Arthur T. Harlow,
 Robert F. Jordan,
 Seth C. Peterson,
 M. Wallace Richardson,
 Thomas Sheean,
 William F. Shine,
 Francis Tuells.

Girls.

Clara A. Brown,
 Mary B. Dicker,
 Alice M. Dickson,
 Elizabeth J. L. Downing,
 Isabelle A. Downs,
 Mary A. Farren,
 Ellen M. Finn,
 Elizabeth A. Kilcullen,
 Persis S. Maglathlin,
 Addie M. Rich,
 Amanda E. Stark,
 Mary L. Sweeney,
 Florence E. Turner.

EVERETT SCHOOL.

Florence Woodward Adams,
 Lulu Cummings Bancroft,
 Nellie Ellsworth Barney,
 Carrie Eliza Borden,
 Clara Elsbree Borden,
 Lilian Frederica Briggs,

Susie Fulton Brown,
 Florence Adelaide Crocker,
 Hattie Ernestine Dale,
 Mary Almira Demond,
 Julia Maria Dolan,
 Louise Holmes Hall,
 Mabel Eliza Harding,
 Hattie Church Jacobs,
 Catherine Kelley,
 Minnie Agnes Kinney,
 Ada Eliza Leland,
 Mary Anna Leland,
 Mary Frances McAleer,
 Annie Louise Eugenie Myer,
 Lavinia Cora Morse,
 Anna Maria Nerney,
 Minnie Zoe Oliver,
 Helen Stimson Perry,
 Carrie Appleton Poole,
 Carrie Maude Pratt,
 Julia Marion Pratt,
 Lillie Mary Reeves,
 Mary Crapo Ross,
 Lizzie Maria Sanborn,
 Anna Folsom Sawyer,
 Ethel Evelyn Seavey,
 Mary Aloysius Shanley,
 Florence Stanwood,
 Bertha Strauss,
 Josephine Frances Sullivan,
 Jennie Windship Thayer,
 Mary Louise Thayer,
 Lizzie Margaret Thompson,
 Isabel Baxter Trainer,
 Marietta Louisa Valentine,
 Frances Howe Vose,
 Ella Cora Whall.

EVERETT SCHOOL, DORCHES-
TER.*Boys.*

Frank M. Greene,
 Clifford L. Russell,
 William H. Weeks.

Girls.

Maggie A. Brown,

Edith M. Damon,
Hattie G. Holmes,
Eleanor H. Kirk,
Eliza Sheridan,
Carrie A. Small,
Mary E. Trainer.

FRANKLIN SCHOOL.

Carrie E. Andrews,
Eva Andrews,
Mary W. Aubin,
Jennie O. Bemis,
Dora E. Bennett,
Frances L. Campbell,
Mary J. Carroll,
Ada E. Dearborn,
Fannie Fisher,
Lucinda Follis,
Mattie P. French,
Emma B. Frost,
Isabel S. Goddard,
Lizzie B. Gould,
Mary E. Guardenier,
Hortense A. Hart,
Jennie P. Hewes,
Elsa L. Hobart,
Henrietta H. Hunkins,
Maud Johnson,
Fannie W. Kingsbury,
Annie T. Linihan,
Gertrude L. Manson,
Annie Masse,
Esther Myers,
Miriam C. O'Leary,
Flavilla H. E. Perkins,
Minnie Prescott,
Nellie T. Quinn,
Minetta A. C. Rhoades,
Eva M. Ryder,
Etta E. Sanborn,
Cora Stern,
Mary Tourtellot,
Grace Thayer,
Ednah B. Tilton,
Lillie White.

FROTHINGHAM SCHOOL.

Boys.

William H. Burke,
John T. Callahan,
Isaac W. Crosby,
James W. Crosby,
John F. Holland,
John V. Noonan,
Richard Norton,
Robert Norton,
Richard A. Power,
Dennis C. Wholley,
Howard G. Woodard.

Girls.

Mary E. Blanchard,
Katie A. Brennan,
Hattie E. Dennett,
D. Louisa Eldridge,
Annie E. Ferguson,
Maria A. Johnson,
Maggie E. Tague,
Bridget A. Townsend,
Annie A. Walsh,
Mary A. Warren.

GASTON SCHOOL.

Viola A. Archer,
Addie Bailey,
Lizzie E. Bates,
Isabel Blenkinsop,
Annie C. Buckley,
Maggie M. Burns,
Ella M. Christie,
Florence Coffin,
Nellie E. Flanders,
Emma J. Fraser,
Mary Gallagher,
Grace E. Gilberth,
Annie A. Haley,
Annie A. Hallman,
Flora M. Holbrook,
Clara A. Hutchings,
Lulu C. Lavery,
Katie A. Noonan,
Katie O'Brien,

Minnie O'Brien,
 Louise A. Pieper,
 Ida F. Powell,
 S. Addie Raymond,
 S. Louisa Riley,
 Laura S. Setchell,
 Emma M. Sibley,
 Anna E. Somes,
 Carrie E. Spaulding,
 Florence N. Spofford,
 Katie G. Sullivan,
 Christina Tancred,
 Ada F. Tirrell,
 Georgie E. Tufts,
 Carrie I. Willard,
 Carrie W. Willis.

GIBSON SCHOOL.

Boys.

Abner H. Bowman,
 Edward W. Haines,
 Daniel C. Lown.

Girls.

Mary A. Geller,
 Ellen E. Hennessey,
 Martha H. Minchin.

HANCOCK SCHOOL.

Olive A. Barns,
 Catherine F. L. Brady,
 Catherine A. Cahill,
 Jennie M. Coburn,
 Adora L. Collison,
 Helen M. Dill,
 Mary E. Fraser,
 Louisa J. Gibson,
 Cordelia E. Howard,
 Ella A. Hurd,
 Rebecca F. Keyes,
 Sophia E. Krey,
 Adeline J. Leary,
 Albertina A. Martin,
 Jennie A. Mayer,
 Nellie V. McGonagle,
 Martha J. McIntire,

Alice McMahon,
 Rebecca Milliken,
 Ada L. Pratt,
 Mary A. Thompson,
 Frances S. Vinal.

HARRIS SCHOOL.

Boys.

Michael J. Coleman,
 Maurice F. Friar,
 John W. Gough,
 Philip Greely,
 Charles Patterson,
 John C. King,
 Harry L. Southwick,
 James Walsh,
 George C. Whorf.

Girls.

Annie M. Dwyer,
 Annie L. Hill,
 Emma M. King,
 Caroline S. Mansfield,
 Eloise A. Mansfield,
 Isabella T. Reid,
 Emma F. Robinson,
 Mary E. Ryan,
 Cornelia A. Snow,
 Almira S. Wilson.

HARVARD SCHOOL.

Boys.

Walter Channing Chandler,
 John James Fitzgerald,
 Henry Chase Harding,
 William Douglas Hopkins,
 Herbert Leadbetter,
 James Andrew Mernin,
 Mial Martin Palmer,
 William Hartness Stowe,
 Walter Prichard Whiting.

Girls.

Elizabeth Bradford,
 Henrietta Amy Bryant,
 Ella Elizabeth Butchers,

Theresa Nina Coll,
Georgia Augusta Morrill,
Mary Amanda Rand,
Cora Frances Sawin,
Helena Josephine Singleton.

HILLSIDE SCHOOL.

Frances Theresa Barnett,
Carrie Alice Bennett,
Jessie Lena Brown,
Hannah Howard Burr,
Matilda Agnes Cowan,
Katie Augusta Curley,
May Helen Currier,
Kate Augusta Howe,
Addie Maria Howland,
Maria Louise Leonard,
Hannah Louise Margot,
Elizabeth Frances Newsome,
Kate Elizabeth Agnes O'Brien,
Annie Foster Sears,
Rose Belle Torrey,
Carrie Jane Young.

LAWRENCE SCHOOL.

John A. Bruen,
Christopher J. Carven,
Michael A. Connolly,
William M. Cosgrove,
Dennis J. Cronan,
Francis A. Daley,
Charles B. Dever,
Stephen C. Devlin,
James T. Donovan,
John J. Driscoll,
Thomas P. Duffin,
John F. Dugan,
Andrew J. Duran,
William F. Fitzgerald,
William J. Fitzgerald,
Robert W. Godfrey,
William M. Grant,
Thomas F. Haney,
Maurice A. Isaacs,
Bernard C. Kelley,
Maurice J. Lane,

William F. Lyons,
James J. McCloud,
Patrick J. McKenzie,
Patrick J. McLaughlin,
William P. McNary,
Timothy J. Murphy,
Patrick H. Noonan,
Patrick J. O'Brien,
Lawrence W. Pillsbury,
Bartholomew A. Reagan,
Henry J. Schuh,
Thomas F. Stanley,
Dennis J. Sullivan,
John B. Sullivan,
Solomon Weiscopf.

LEWIS SCHOOL.

Boys.

John Francis Bellotti,
Francis Christian Danforth,
Charles Mayhew Faunce,
Edward Leland Gifford,
Harry Hayward Griggs,
Ephraim Harrington,
Marcus Richmond Holmes,
Edward Irving Locke,
Elmer Ellsworth Newell,
Edward Bertram Newton,
William Whipple Pierce,
Herbert Winfield Pipe,
William Nichols Schmidt,
Benj. Augustus Bulson Stiles,
George Valancourt Stone,
Harry Stephen Van Wart,
William Wallace Walker.

Girls.

Frances Charlotte Bath,
Corinne Maude Clapp,
Edith Caroline Drake,
Florence Maria Ellison,
Lizzie Frances Fort,
Maria Ann Glinnon,
Florence Weston Griggs,
Jennie Frances Brigham Hankinson,

Charlotte Viola Haynes,
 Caroline Elizabeth Hodges,
 Alice Morrison,
 Annie Balch Nason,
 Maria Thaxter Newell,
 Helen Maria Shed,
 Abby Waldron Sullivan,
 Louisa Thacher,
 Hattie Florence Trufant,
 Annie Wilson Whiton,
 Florence Malvina Wilkins.

LINCOLN SCHOOL.

Charles E. Aveling,
 Scott C. Carbee,
 George A. Closson,
 Michael J. Collins,
 George C. Connelley,
 William M. Corey,
 George A. Crawford,
 Martin F. Curran,
 Abraham L. Doolittle,
 James B. Fairweather,
 Emil F. Frinsdorff,
 Edward F. Gould,
 Joseph L. Harrington,
 Arthur P. Holt,
 Joseph J. Howe,
 William H. Howe,
 Thomas Lawson,
 Arthur J. Littlehale,
 Joseph W. Lord,
 Thomas F. Mackey,
 Thomas A. Manley,
 John J. Murphy,
 Timothy F. Noonan,
 Bernard F. Roche,
 Charles J. Slavin,
 William H. Small,
 Eben R. Smith,
 Frank W. Sprague,
 John A. Sullivan,
 J. Barry Sullivan,
 Henry S. Tufts,
 W. Edgar Varnum.

LOWELL SCHOOL.

Boys.

William J. Cable,
 James A. Crosby,
 John F. Cusick,
 John T. Howe,
 Alfred W. Jelinck,
 Samuel C. Jones,
 Joseph F. Killion,
 James F. Murphy,
 Matthew E. Nawn,
 Edward O'Connell,
 William F. Whalan.

Girls.

Lydia D. Clapp,
 Effie G. Clark,
 Susan C. Conlan,
 Eliza T. Draper,
 Mary L. Earl,
 Lena L. Hammerlee,
 Mary E. Keough,
 Mary E. Roome,
 Nellie F. Woodward.

LYMAN SCHOOL.

Boys.

George A. Ballou,
 Oliver J. Brennan,
 William H. Bryant,
 Winfield H. E. Grant,
 William H. Hobbs,
 Frank J. Lane,
 Edwin W. Long,
 William R. Morris,
 Arthur D. Rogers.

Girls.

Katie E. Eaton,
 Charlotte A. Hopper,
 Minnie D. Long,
 Fanny M. Morris,
 Carrie M. Niles,
 Mary Noll,
 Bathsheba D. Radcliffe,

MATHIER SCHOOL.

Boys.

Thomas F. Brannon,
John F. Hennegan,
Percy Hodges,
John J. Tuohey.

Girls.

Flora E. Bailey,
Catherine F. Connell,
Mary C. Collyer,
Helen W. Emery,
Clara Fletcher,
Alice J. Harte,
E. Louise Harvey,
Johanna A. Holleran,
Johanna E. Holleran,
Susan M. Hunt,
Mary E. McCarty,
Williebelle A. Merrill,
Mary A. Roach,
Marion U. Shepard.

MINOT SCHOOL.

Boys.

John A. Riley.

Girls.

Marie E. Bradford,
Serena F. Coville,
Lizzie B. Harding,
Fannie M. Harris,
Cora L. Hunt,
Ellen W. Porter.

MOUNT VERNON SCHOOL.

Boys.

Charles W. Clark,
Uranus H. Crosby,
Richard F. Smith.

Girls.

Effie J. Mackintosh,
Jennie M. Morrill,
Lizzie T. Noon.

NORCROSS SCHOOL.

Alice Estella Barry,
Susan Agnes Barry,
Catherine Frances Carmody,
Edith Strickland Carter,
Mary Ellen Coffee,
Ellen Frances Colbert,
Mary Ellen Connell,
Julia Elizabeth Daey,
Mary Ellen Donohue,
Catharine Agnes Dowling,
Mary Josephine Gargan,
Adelaide Hogg,
Leonore Holt,
Isabelle Gertrude Lally,
Annie Gertrude Lappen,
Bridget Frances Logue,
Emma Augusta Long,
Mary Elizabeth Mahoney,
Mary Genevieve McCabe,
Annie Frances McCarty,
Julia Frances McCarty,
Annie Louise McKenna,
Clara Bell McKenzie,
Catherine Elizabeth McNamara,
Elizabeth Merrigan,
Mary Josephine Murphy,
Minnie Herman Pierce,
Clara Louise Rowell,
Idalene Laura Sampson,
Isabelle Grace Simpson,
Maria Frances Spillane,
Jessie Traill.

PHILLIPS SCHOOL.

Harrison H. Atwood,
Frank O. Baxter,
Francis A. Carr,
John H. Casey,
John W. Cogan,
Thomas F. Conlan,
Gardiner Frye,
James E. Gray,
Herman Hirsch,
Griffin Jackson,
Salvatore LaBua,

George W. Ladd,
Augustus Latz,
Robert A. McKirdy,
Charles T. Merriam,
George A. Merrill,
George H. Pigott,
Frederick G. Read,
George M. Rich,
Ralph L. Roberts,
Elmer E. Slocumb,
Ervin B. Whitney,
John D. Williams,
George A. Winchester.

PRESCOTT SCHOOL.

Boys.

William Lawrence Clark,
Charles Edward Cullis,
James Charles Duff,
William Elisha Huston,
William Stephen Waters.

Girls.

Isabella Margaret Delaney,
Annie Elizabeth Fisher,
Henrietta Lowell Griffith,
Louise Marion Hanscom,
Hattie Devens Turner,
Laura Howard West.

QUINCY SCHOOL.

James Francis Anderson,
Thomas Francis Barry,
John Joseph Bresnahan,
James Gregory Carey,
Thomas Francis Coughlan,
John Crowley,
John Benedict Dowd,
John Thomas Gilmartin,
John Rich Grindley,
John Patrick Healy,
Michael Joseph Hogan,
Wm. Thomas Johnson,
John Joseph Kelleher,
Walter Furlong Lowell,
Michael Joseph Mahoney,

Patrick Joseph McCarty,
Charles Francis Murphy,
Wm. Michael O'Connell,
John Joseph Quinn,
Timothy Francis Quinn,
Daniel James Riley,
James Joseph Riley,
Francis Joseph Ryan,
George Edwin Whitney.

RICE SCHOOL.

Norman I. Adams,
Alfred T. Baker,
George P. Baldwin,
Henry Barber Jr.,
George W. Benedict,
Charles C. Blodgett,
Harry R. Bradstreet,
James W. Carruth,
George W. Clough,
Frank S. Crane,
Frederic Dowd,
George H. Fisk,
Richard B. Harris,
Fred W. Hiatt,
Noble H. Hill, Jr.,
John F. Holland,
John J. Horgan,
Elmer R. Jones,
Frank B. Mansfield,
Harry H. Mansfield,
James F. McAloon,
John F. Murray,
Charles H. Nichols,
Henry O. Nute,
Thomas M. O'Brien,
Frank C. Park,
Harry W. Phipps,
Charles T. Ramseyer,
Israel A. Ratshesky,
Arthur N. Ryder,
J. Herbert Shaw,
Eben B. Thaxter Jr.,
Wm. Herbert Warren,
Herbert C. Wells,
John F. Whelan,

Bernard M. Wolfe,
Harry W. F. Young.

SHERWIN SCHOOL.

Boys.

Edward M. Corbett,
P. John Downing,
Thomas J. Halligan,
James J. Kane,
James B. Kinahan,
James F. Murray,
William J. Nawn,
Frank H. Parmelee,
Frank R. Rogers,
Louis J. B. Voisin,
John E. Welch,
William J. Wilson.

Girls.

Evelyn T. Aldrich,
Belle G. Armstrong,
Mary E. Bragg,
Mary E. Crockett,
Delia E. Cunningham,
Carrie L. Gerald,
Harriet Grant,
Mary E. Grundy,
Ida I. Hardy,
Mary W. Harrington,
Emma Hearn,
Nellie F. McKay,
Jessie W. Merrill,
Mary L. Murphy,
Etta J. Tracy,
Ella L. Vanier.

SHURTLEFF SCHOOL.

Barbara E. E. Ashcroft,
Lilian G. Bates,
Fannie G. Beane,
Edith G. C. Bond,
Mary C. Bradford,
Jenetta M. Bullock,
Ella Carpenter,
Martha J. Cochrane,
Jennie A. Cooper,
Alice G. Dailey,

Winifred C. Folan,
Della H. Graves,
Effie S. Gray,
Fannie Hall,
Lottie A. Hastings,
Rosa M. Herrick,
Lillie A. Johnson,
Nellie M. Keene,
Bessie S. Kemp,
Nellie T. Lincoln,
Mary E. Lonergan,
Sarah D. McKissick,
Mary J. Mohan,
Mary E. A. Murray,
M. Etta Neal,
Evelyn L. Nolen,
Annie F. Noonan,
Charlotte A. Powell,
Julia E. Prendergast,
Bertha L. Putnam,
Marietta Shea,
Agnes F. Sprague,
Emma C. Stuart,
Maggie G. Timmins,
May E. Tomlinson,
Sophie C. Wagner,
Eva M. Wayne,
Anna C. Whitney,
Ida E. Williams,
Adeline A. F. Young.

STOUGHTON SCHOOL.

Boys.

Rufus Elmore Bellows,
Edward James Boynton,
John Dillon,
Paul Francis Ela,
James Albert Packard,
William Walker Parrot,
John Talbot.

Girls.

Florence Herbert Haynes,
Katie Anastasia McDermott,
Jennie Swan Pope,
Ida Louise Whittemore.

TILESTON SCHOOL.

Boys.

Robert Stockton Conness,
Winslow Clifford Cook,
John Thomas Duffy,
John Brooks Fenno Vose.

Girls.

Amy Case Baker,
Mary Matilda Burckhart,
Carrie Josephine Knox,
Emma Agnes Sanderson,
Lizzie Davis Shedd,
Alice Eva Sumner.

WARREN SCHOOL.

Boys.

Charles H. Ames,
Charles E. Barry,
Charles D. Dunton,
John F. Fitzgerald,
William E. Pettingill,
Harry F. Swords,
J. Henry Talpey,
Charles H. Thompson,
Frank A. Waite,
Charles W. Warner,
William E. White.

Girls.

Hattie Arnold,
Clara W. Atkins,
Sarah A. Brown,
Mary J. Corrigan,
Carrie W. Hanson,
Annie E. Kelly,
Maggie L. Laughlin,
Louisa G. McLaughlin,
Ella I. Moore,
Gertrude A. Richardson,
Mary E. Robinson,
Lucy A. Squire,
Josephine L. Waldron,
Elwine H. Walking,
Carrie I. Whitton,
Effie R. Wright.

WELLS SCHOOL.

Ida L. Abell,
Emma M. Apted,
Clara H. Badger,
Minnie E. Bannon,
Lulu M. Bennett,
Charlotte A. Cameron,
Frances G. Carey,
Margaret E. Cling,
Kate Colbert,
Alice L. Dexter,
Kate L. Donnelly,
Mary J. Fogarty,
Mary L. Fynes,
Julia G. Libby,
Maggie J. McGinty,
Estelle Myers,
Kate F. O'Brien,
Alice B. Putnam,
Hattie A. Wright.

WINTHROP SCHOOL.

Emma J. Barton,
Rebecca M. Burbank,
Mary L. Butler,
Edith Child,
Annie W. Cobb,
Katharine Eva Diman,
Mary L. Flynn,
Mary E. Foohey,
Carrie E. Goode,
Mary E. W. Hagerty,
Julia M. Hallisey,
Harriet L. Ham,
Naomi Hatch,
Edith S. Herrick,
Rosa McDonough,
Annie McLaughlin,
Effie A. McLean,
Julia M. Moran,
Mary Anna Morehouse,
Jennie L. Moulton,
Jennie C. Mushaway,
Mary L. Noether,
Jane E. O'Hara,

Martha W. Page,
Ada C. Quigley,
Caroline E. Ricard,
Emma E. Sears,
Etta C. Shaw,
Mary O. Spear,

Kate M. Stickney,
Annie T. Sullivan,
Mary F. Twickler,
Mary E. Walsh,
Eugenie V. Walther,
Eleanore S. Wolff.

LIST OF SCHOOL-HOUSES.

LIST OF SCHOOL-HOUSES.

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>	
Adams	Summer street .	14,100	1856	13 and hall.	Building reduced one story in 1877.	
Atherton	Columbia street, Ward 24	25,087	1872	6 "		
Adams street . .	Ward 24	44,555	1861	2	Moved from Codman st. 1872.	
Avon place . . .	Highlands . . .	10,057	1851	2		
Andrews	Genesee street .	5,393	1848	3	Old engine-house on this lot.	
Austin	Paris street . .	5,360	1849	6		
Auburn	School street, Br.	12,340	. . .	2		
Appleton	Appleton street .	18,454	1870	10		
Baker street . . .	W.R.	10,464	. . .	1	Ward Room No. 16 in this building, and an evening school.	
Boylston	Washington st. .	15,073	1845	13 "		
Bowdoin	Myrtle street . .	4,892	1848	12		
Bowditch	South street . .	12,006	1862	14 "		
Bennett (old) . .	Winship pl., Br.	24,259	. . .	3	Branch of the High School and evening and drawing school in this building.	
Bennett	Chestnut-Hill av.	26,648	1874	7 "		
Bigelow	Fourth street . .	12,660	1850	14 "		
Bunker-Hill street	Charlestown . .	2,957	. . .	2		
Brimmer	Common street .	11,097	1843	14 "	Hose House No. 4 on this lot.	
Bunker Hill Gr. .	Baldwin st., Ch. }	19,660	. . .	14 "		
" " Pr. .	Bunker-Hill st. }					
Baldwin	Grant place . .	6,139	1864	6 "		
Cabot street . . .	Cabot street . .	4,000	. . .	2	Primary school-house on this lot.	
Chapman	Eutaw street . .	20,540	1850	10 "		
Central	Brewer st., W.R.	33,518	. . .	6		
Chas. Sumner . .	Ashland st., W.R.	30,000	1877	10 "		
Comins	Tremont street .	28,780	1856	13 "	Remodelled, 1869.	
Canterbury street	W.R.	20,121	. . .	2		
Comins Branch .	Smith street . .	6,952	1849	2	Rebuilt, 1861. Addition built, 1875.	
" " .	Francis street . .	12,074	1853	6		
Child street . . .	W.R.	43,024	. . .	2		

SCHOOL-HOUSES. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of Rooms.</i>	<i>Remarks.</i>
Cheever	Thacher street .	2,003	1846	3	
Cottage place . .	Highlands . . .	13,500	1859	4	
Channing	Cove street . . .	7,140	1866	9	
Cook	Groton street . .	4,922	1852	6	
Chauncy place .	Charlestown . .	7,410	. . .	1 each.	Two buildings and City stable on this lot.
Cross street . . .	Charlestown . .	1,708	. . .	2	
Common street .	Charlestown . .	6,980	. . .	6	
Cushman	Parmenter street . . . .	. . . .	1867	16	
Curtis street . . .	W.R.	13,733	. . .	2	
Clinch	F street	13,492	1871	6	
Capen	Sixth street . . .	12,354	1871	6	
Dwight	Springfield st. .	19,125	1857	14 and hall.	
Dudley, for Girls	Bartlett street .	7,950	1846	6	Rebuilt, 1865.
Dudley, for Boys	Dudley street . .	26,339	1874	14	"
Deaf-Mutes . . .	Warrenton st. .	3,078	1854	6	
Dearborn	Dearborn court .	38,636	1852	14	Rebuilt, 1870.
Dorchester-Ev'tt.	Sumner street .	6,097	1876	10	"
Dwight Pr. . . .	Rutland street .	7,850	1851	6	
Dean	Wall street . . .	3,649	1853	6	
Drake	C street	10,260	1869	6	
Eliot	N. Bennet street	11,077	1833	14	Rebuilt, 1860.
Everett	Sumner street, Ward 24	29,300	1855	7	
Egleston square .	Highlands . . .	33,750	1876	2	
Everett	Camden street .	32,409	1860	14	"
Everett	Pearl street, Br.	44,237	. . .	2	
East-st. place . .	East-street place	2,706	1849	4	
Emerson	Poplar street . .	5,924	1861	6	
Eustis street . .	Boston Highlands	13,534	1848	4	Enlarged, 1858.
Florence	Florence st., W.R	25,030	. . .	4	
Franklin	Ringgold street .	16,439	1859	14	
Fifth st.	S. Boston	12,494	1874	8	
Freeman	Charter street . .	5,247	1868	6	
Frothingham . .	Prospect st., Ch.	22,079	1874	16	"
Franklin place .	Highlands	8,098	1865	4	

SCHOOL-HOUSES. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of Rooms.</i>	<i>Remarks.</i>
Gibson	School st., Ward 24	44,800	1857	6	
Gaston	L st., So. Boston	18,450	1872	14 and hall.	
Guild	East street . . .	7,250	1806	12	
George street . .	Highlands . . .	35,358	1861	6	
Green street . .	W.R.	11,627	. .	2	
Grant	Phillips street .	3,744	1852	4	
Haverhill street .	Ch.	5,399	. .	1	
Harvard	Bow street, Ch. .	16,306	. .	10	"
High and Latin .	Bedford street .	12,980	1844	16	" Additional story added, 1863.
High	Monument sq., Ch.	10,247	. .	10	"
Harvard street .	Harvard st., Ch.	4,645	. .	8	
Hancock	Richmond street	28,197	1847	14	"
Hillside	Elm st., W.R. .	18,613	. .	6	
High, Girls' . . .	Newton street .	30,520	1870	66 and halls	The number of rooms in- clude those for recita- tion and apparatus.
High	Kenilworth st. .	6,667	1861	8	Boston Highlands.
High	Elm street, W.R.	32,262	. .	5	
High	Dorchester ave., Ward 24 . . .	59,340	1870	6 and hall.	
High	Chestnut-Hill ave. Br.	54,448	. .	5	"
Harris	Adams st., Ward 24	37,150	1861	8	"
Howard avenue .	Mt. Pleasant . .	10,294	1876	2	Land leased by the city.
Harvard	N. Harvard st., Br.	20,750	. .	5	
Hawes	Broadway . . .	14,972	1823	8	
Heath street . . .	Highlands . . .	10,555	1857	2	
Ingraham	Sheafe street . .	2,198	1848	3	
Lawrence	B and Third sts.	14,343	1856	14	"
Lexington street .	E.B.	9,000	. .	8	
Lincoln	Broadway . . .	17,560	1859	14	"
Lyman	Paris street . . .	26,200	1870	14	" Rebuilt, 1872.
Lewis	Sherman street .	27,850	1868	12	"
Lowell	Centre street . .	35,241	. .	14	"
Mayhew	Hawkins	9,625	1847	10	"

SCHOOL-HOUSES. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of Rooms.</i>	<i>Remarks.</i>
Mather	Meeting House Hill	6,059	1872	10 and hall.	
Minot	Walnut st., Ward 24	22,790	1856	7	
Moulton street . .	Ch.	8,130	. .	4	
Munroe street . .	Highlands . . .	11,910	1854	2	Rebuilt, 1857.
Milldam . . . . .	" . . . . .	. . . . .	1849	2	On land not owned by the city.
Mather	Broadway . . .	10,160	1842	10	
Medford street . .	} Ch.	16,780	1847	1 each.	City Stables on this lot.
Medford street . .					
Mead street	Ch.	6,268	1847	4	
Mt. Pleasant ave.	Highlands . . .	9,510	1847	2	
Mt. Vernon	Mt. Vernon st., Ward 23, W.R.	22,744	. .	4 and hall.	
New Andrew	Cor. Dorchester and Rogers st. .	31,800	1876	16	"
Newbury street . .	Newbury st. . .	22,960	1875	8	"
Norcross	D street	12,075	1868	12	"
N. Margin street . .	N. Margin street	1,661	1837	2	
Old Lyman	Meridian street .	13,616	1846	. . . . .	Br'ch Library and Ward Room 2 in this building.
Old High	Dorchester ave., Ward 24	34,460	. .	4	Unoccupied.
Oak square	Br.	9,796	. .	2	
Old Mather	Meeting House Hill . . . . .	. . . . .	1856	7	
Polk street	Ch.	9,600	. .	2	
Phillips	Anderson st. . .	11,190	1862	14 and hall.	
Princeton street . .	E.B.	17,400	1874	8	
Prescott	Prescott street .	39,952	1865	16	"
"	Elm st., Ch. . .	14,232	. .	14	"
Pierpont	Hudson street . .	4,216	1850	4	
Phillips street . . .	Highlands . . .	20,595	1867	8	
Pormort	Snelling place . .	4,373	1855	6	
Poplar street	W.R.	7,842	. .	1	
Parkman	Silver street . .	5,306	1848	6	
Quincy street	Highlands . . .	23,453	1874	8	
Quincy	Tyler street . . .	12,805	1847	14	" Burnt, 1859. Rebuilt, 1860. Bell-tower built, 1872.

SCHOOL-HOUSES. — *Continued.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Rice	Dartmouth street	27,125	1869	14 and hall.	Damaged by fire Dec. 20, 1875.
Roxbury street .	Highlands . . .	14,147	1874	10	
Rice, Pr.	Concord street .	10,756	1845	10	Ward-room, Ward 18, in this building.
Shawmut av. near Glen Road . .	W.R.	12,303	. .	2	
Shurtleff	Dorchester st. .	40,610	1869	14	“
Shawmut av. near Forest Hills sta.	W.R.	27,450	. .	2	
Sherwin	Madison square .	32,040	1870	16	“
Stoughton	River st., Wd. 24	29,725	1856	8	
Shawmut ave. . .	Germantown . .	13,140	. .	2	Dedicated Feb. 23, 1871.
Smith	Joy street . . .	1,935	1834	2	
Simonds	Broadway . . . . .	. . . . .	1840	3	On Hawes School-house lot.
Shurtleff, Pr. . .	Tyler street . .	3,900	1855	6	
Sharp	Anderson street.	5,611	1824	6	Ward-room, Ward 9, in this building.
Somerset street .	. . . . .	5,488	1834	8	
Savage	Harrison avenue.	5,537	1862	4	Formerly the Normal Training School.
School Committee Building	Mason street . .	6,386	. .	8	
Starr King . . .	Tennyson street.	11,687	1870	10	“
Skinner	Fayette street .	5,238	1870	6	
Tileston	Norfolk street, Ward 24 . . .	83,640	1863	8	“
Thetford avenue	Ward 24	29,879	1875	6	
Ticknor	Washington Vil.	11,486	1865	12	Clock-tower built in 1873.
Tuckerman . . .	City Point . . .	11,655	1850	6	
Thomas street . .	W.R.	10,754	. .	3	Enlarged in 1861.
Thornton street.	Highlands . . .	6,640	1847	2	
Union street . . .	Br.	67,280	. .	2	Enlarged in 1861.
Vernon street . .	Highlands . . .	7,675	1849	4	
Winthrop	Tremont street .	15,078	1855	14	“
“ (old)	Bunker Hill st., Charlestown .	7,927	. .	12	
Wells	Blossom street .	10,770	1868	10	“
Warren	Summer street, Charlestown .	14,322	. .	14	

SCHOOL-HOUSES. — *Concluded.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Webb	Porter street . .	7,492	1853	6	Ward-room, Ward 6, in this building.
Webster	Webster street . .	5,036	1852	6	
“	Webster ave., Br.	19,761	. .	2	
Ware	N. Bennet street.	6,439	1862	4	
Wait	Shawmut ave. .	10,974	1860	8	
Winthrop street .	Highlands . . .	9,775	1857	4	Remodelled, 1870.
Winchell	Blossom street .	5,000	1845	5	
Way street . . .	Way street . . .	2,508	1850	3	
Weston st. (new)	Highlands . . .	. . .	1877	8
Weston st. (old) .	“ . . .	14,916	1854	4	
Yeoman street .	“ . . .	18,200	1870	12	

In addition to the foregoing, the following rooms are occupied by schools, being hired at an annal rental of \$6,600.00.

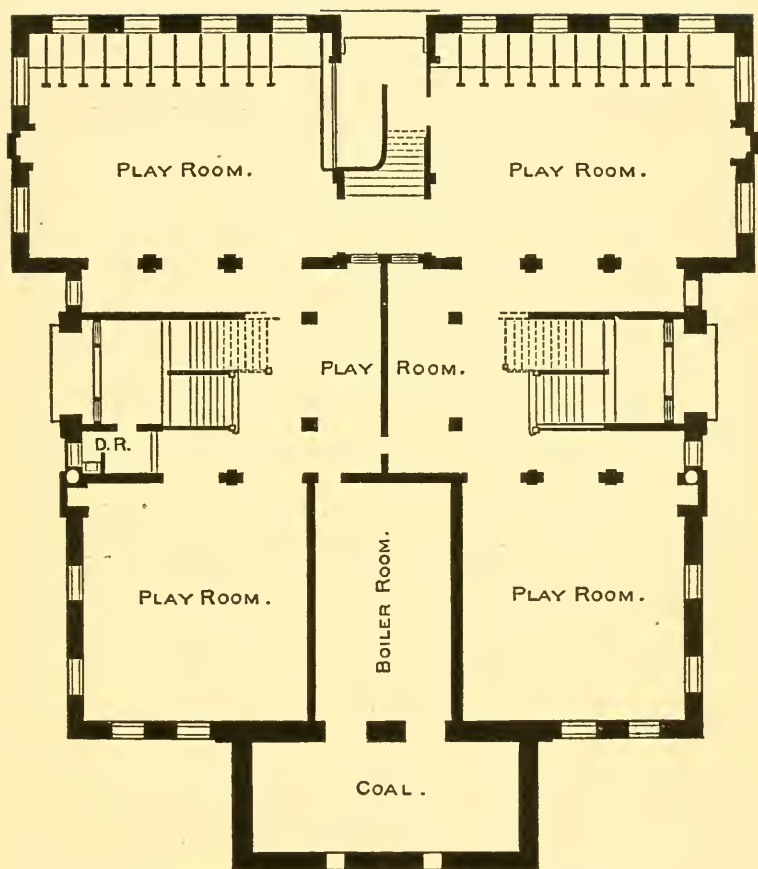
<i>Number of Rooms.</i>	<i>Location.</i>
Two	Day's Chapel, Parker street.
Two	Church on D street.
One	Sterling street.
Two	Unitarian Church, Neponset, for Evening School.
Six	Gogin's Building, Dorchester street.
Two	Bank Building, cor. of E street and Broadway.
Three	Oakman's Building, Walnut street, D.D.
One	Market street, Brighton.
One	Union square, Brighton.
One	Washington Village, M. Episcopal Church.
One	Dudley Hall, Green street, West Roxbury.
One	Washington Hall, Washington Village.
One	Eustis street, Highlands, for Evening School.

Boylston Hall, over Boylston Market, is hired for a drill-room for the scholars belonging to the Latin and English High Schools.

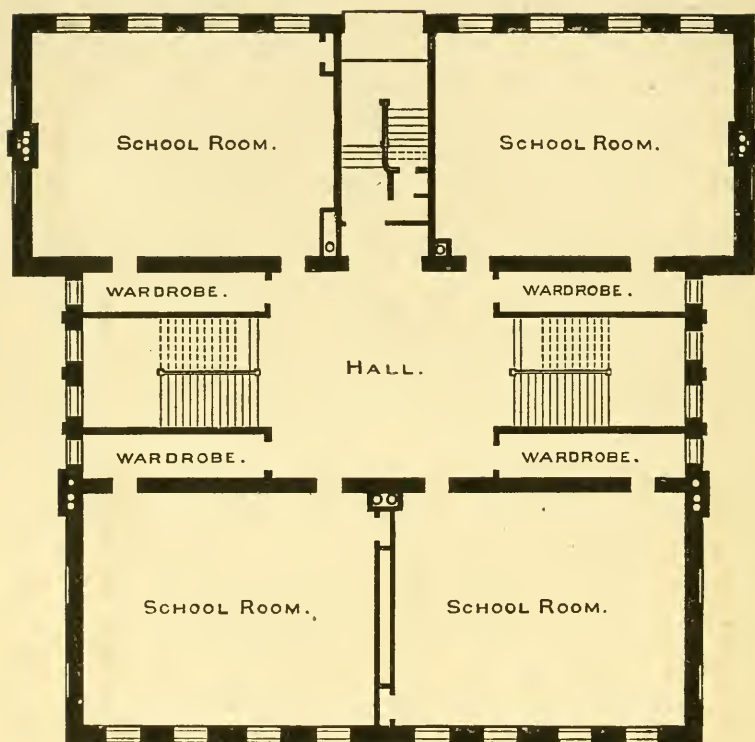
Bacon's Hall, Highlands, is hired for a drill-room for the scholars belonging to the Roxbury High School.

Amory Hall, Charlestown, is hired for a drill-room for the scholars belonging to the Charlestown High School.

DESCRIPTION AND DEDICATION
OF THE
DORCHESTER-EVERETT SCHOOL-HOUSE,
DORCHESTER-EVERETT DISTRICT.

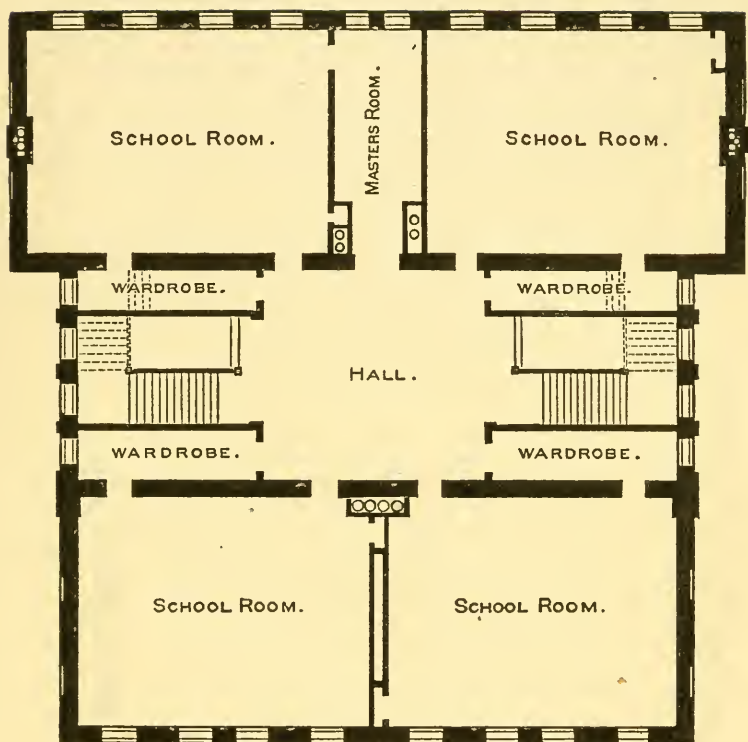


DORCHESTER-EVERETT SCHOOL-HOUSE, BOSTON.
BASEMENT.



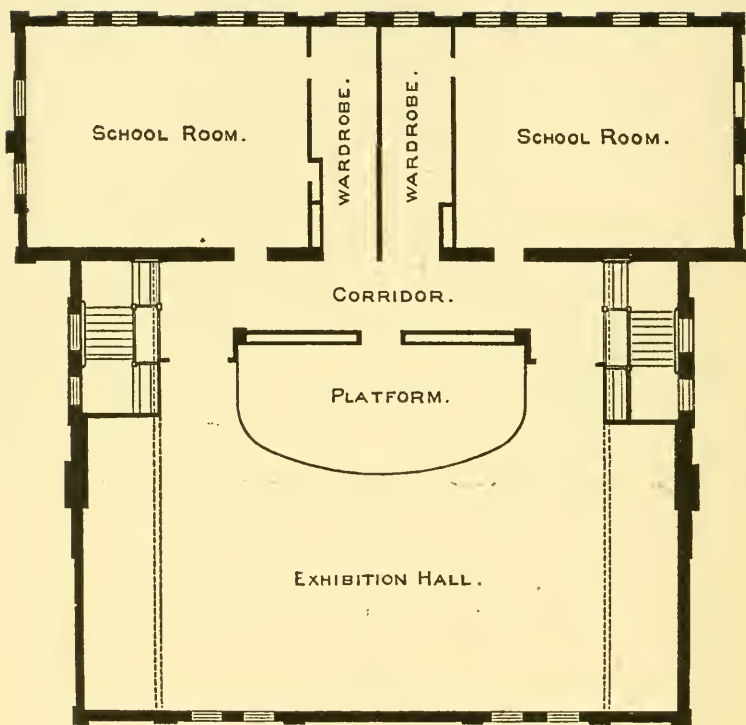
DORCHESTER-EVERETT SCHOOL-HOUSE, BOSTON.

FIRST FLOOR.



DORCHESTER-EVERETT SCHOOL-HOUSE, BOSTON.

SECOND FLOOR.



DORCHESTER-EVERETT SCHOOL-HOUSE, BOSTON.

THIRD FLOOR.

DORCHESTER-EVERETT SCHOOL-HOUSE.

DESCRIPTION.

The new Grammar School-house in the Dorchester-Everett School District is located on Sumner street, Dorchester District, on the site of the old wooden structure, the Everett School-house, which was dedicated in 1856, and occupies the front portion of the lot. The outline of the building is irregular, having a frontage on Sumner street of seventy-one feet six inches, a depth of eighty feet eight inches, and is eighty-five feet across the rear. The plan and accommodations of the building are essentially the same as those of the Florence School-house recently erected.

There are three finished stories above the basement, containing ten school-rooms and an exhibition hall, with their wardrobes and teachers' closets. The exhibition hall occupies the front portion of the upper story, and the master's office is in the second story. In the basement there is a boiler and fuel room, the rest of the space being occupied by two play-rooms. The finish of the interior is of pine, grained; that of the exterior is of face brick, trimmed with sandstone, and, in style of architecture, is of the Queen Anne order, now being so universally adopted in English buildings of like character. It was erected

by Mr. Ivory Bean, mason, and Mr. James F. Marston, carpenter. The cost of the building was about \$40,000. The building was opened for school purposes at the beginning of the present school year.

DEDICATION.

The Dorchester-Everett School-house was dedicated Oct. 26, 1877. The large audience, composed chiefly of the parents of the pupils, were seated in a body in the centre of the hall, while their friends occupied seats on the right and left. The stage, which was converted into a tropical garden, was occupied by members of the City Government and School Committee, masters of other schools, and other gentlemen, who were hedged in with exotic plants and shrubs, skilfully arranged by E. P. McNulty and William Doogue, florists. The exercises, which proceeded under the direction of the committee, consisting of Messrs. William T. Adams, Warren P. Adams, and Henry P. Bowditch, commenced with the singing, by the pupils, of a hymn from the "Creation" by Haydn. Prayer was offered by the Rev. D. C. Eddy, D.D., after which the three-part song, "How gently, how calmly," by F. Nyvett, was sung by the pupils.

DELIVERY OF THE KEYS.

Alderman John E. Fitzgerald, Chairman of the Committee on Public Buildings, addressing His Honor Mayor Prince, said that the pleasant duty devolved upon him to perform the last official act by

which the City of Boston delivered over to the care of its Chief Magistrate, as Chairman of the School Committee, the care of the building. After months of constant endeavor to meet the requirements of the School Committee; after having in our magnanimity accommodated the designs to the views of that committee, he was happy to present the building completed and ready for occupancy. If, in after years, the teachers discharged their duties as well as the mason, the carpenter, and the plasterer have discharged theirs, the fruits of their labors would be seen in the intelligence and accomplishments of their pupils.

We have had, said Alderman Fitzgerald, a great deal of criticism of the extravagance of the School Board in relation to school buildings. He had the honor of being a member of the Board of Aldermen, and therefore could say, with certainty, that no appropriation had called forth so much criticism from members of the City Council as the appropriations for schools and the salaries of teachers, while no money was given so ungrudgingly by the people as that which was expended for the support of public education. If we want good schools we must have good teachers, and if we would have good teachers we must pay them good salaries. I recently visited the schools in New York city, and came back more than ever impressed with the superiority of our own. We make a great mistake when we undervalue the services of the teachers, and I desire now and here to bear testimony to the fidelity of the School Board and the teachers. After a

playful allusion to certain architectural features of the buildings which have been the source of considerable controversy, Mr. Fitzgerald delivered the keys to His Honor the Mayor, expressing the hope that the pupils would strive to render the school worthy of the name it bears.

ADDRESS OF MAYOR PRINCE.

Gentlemen of the Committee on Arrangements :—

I thank you very much for the privilege of being present on this interesting occasion. You dedicate to-day the Dorchester-Everett School-house. It is fitting that solemn exercises should mark the event; that the citizens of the district, the friends of our schools, and the parents whose children will be here instructed, should join in the ceremonies. This convenient and beautiful building is worthy of inauguration under such circumstances.

While I favor every judicious economy, and am opposed to all unnecessary municipal expenditure, especially at this time when the great depression of every branch of remunerative business makes all taxation burdensome, I think severe economy in some things may be unwise. I think we should build every school-house that is actually needed; and that it should have everything, however costly, which experience shows to be necessary for the best interest and success of the school which is to occupy it.

The task of the teacher is lightened and the facility of the pupil in learning is increased by all those conveniences which distinguish the modern school-house. Be assured that our tax-payers will grudge no money required for their purchase. Boston is proud of her public schools, and she watches with jealous eye everything which affects their interests. If there be any improvements, whose utility has been demonstrated, in methods of instruction, in textbooks, in apparatus for illustration and demonstration, in school-houses, or in anything pertaining to instruction, *she wants them, and will have them*, and the School Committee who did not provide them would be recreant to their trusts.

Without dwelling upon the obvious advantage to teachers of school-houses like this to enable them to perform their work most successfully and effectually, I will say that such a building has a most salutary influence upon the scholars. Their associations with the place where instruction is received should be pleasant. The school-house should suggest attractive, and not repulsive, ideas. We are all more or less affected by sentiment. We feel more or less the inspiration which pervades particular spots and places. Hence the architecture of churches, school-houses, theatres, of all buildings, public and private, should express, as far as possible, the objects and purposes for which they were designed. We feel more disposed to religious thoughts in a church which art has decorated with all those eloquent symbols of devotion and prayer to be found in Gothic and other appropriate orders of church architecture. than we should in a building constructed like a barn, with bare walls and destitute of everything suggestive of the sacred purposes for which it was erected.

It is the same with the school-house. All about it should be in harmony with its objects. The inspiration should be of study,— of study as a pleasant thing, not a task ; of study which is to invigorate and develop the intellectual faculties, and yield to us stores of valuable and useful wisdom.

Those who are going down the decline of life must remember the painful associations of the school-house of their youth, the uncomfortable benches, rude desks, cold rooms, bare walls, and general repulsiveness everywhere. All these discomforts made school unattractive and school-hours hours to be dreaded. We have changed all this ; modern school architecture and school improvements make school attendance with most, I am sure, an enjoyment. I am glad therefore to see such beautiful structures as this erected. I look forward with great interest to our new Latin and High School-houses. I hope those who have charge of their construction will have everything in them which will promote their value and efficiency, everything necessary to this end, and without regard to cost. I trust they will do so without fear, for the citizens will sustain them. If they don't, the fault will be in the citizens, not the Building Committee.

Some one has remarked that he who makes two blades of grass

grow where only one grew before is a benefactor; I think he who builds a school-house where it is wanted, and a school-house like this, is a benefactor.

May I say that I hope the standard of teaching will be up to that of the building? We have taxed our citizens for this costly house to little purpose, if it is not to accomplish fully its objects; but I have no fears on this point. The well-known fidelity of our teachers in the discharge of their duties, and their professional accomplishments, are an assurance of what their work will be.

The scholars who are to come here, may I say that I trust they will show their appreciation for all that is done for them, for the money the city has spent, for the parental care of the School Committee, the Supervisors and the Superintendent, and for the severe labors of the teachers, which no salary can adequately compensate, by observance of the rules and discipline of the school, by obedience to instructors and by diligent attention to studies. I wish I could make them while young fully appreciate the immeasurable value of learning. Let me assure them, that, whatever their vocation in life, whatever their success, they will find the declaration of the Royal Sage, that wisdom is better than rubies, no over-statement of the fact, no exaggeration.

If they will develop their moral and intellectual faculties so that they can delight in letters, in scientific studies, in criticism, in habits of analysis, in the appreciation of the charms of art, in the application of thought to any field of investigation, they will have the means of happiness within reach, whatever their lot may be. These resources will enable them to defy fortune.

They may not become presidents, nor governors, nor senators, nor members of congress, nor foreign ministers; but they may become much more useful citizens than most of them, if the newspapers are to be believed, and enjoy life infinitely more.

A word about the *name* of the school. I am glad you have retained the old name. Edward Everett was born in Dorchester, and his memory is honored everywhere throughout the country, and it is appropriate and wise to associate him with this school. I am aware that there is another one within our limits with the same name; but the name is big enough for more than one institution of learning. Without doubt there will be a generous rivalry between the two as to which will be found most worthy to be asso-

ciated with the distinguished scholar, orator, diplomatist, and statesman; but it is to be hoped that such emulation will be productive of salutary results to both schools.

REMARKS OF WILLIAM T. ADAMS, ESQ.

Mr. William T. Adams, Chairman of the Ninth Division Committee, received the keys from the Mayor, and in accepting them said that he was reminded of the time when he was one of fifteen gentlemen who had the care of the schools of that district. Now the duty devolved upon three men, and his associates had been faithful and true to the trust reposed in them. It then became his duty to hand the keys over to the master, Mr. Henry B. Miner, which he did with full confidence in his ability and fidelity, both having been already proved by his success in this school, to which he had been transferred because of his successful career elsewhere.

REMARKS OF MR. HENRY B. MINER.

MR. CHAIRMAN:—I should esteem it an honor to receive from any hand these keys as the symbol of so grave a responsibility, but it is with peculiar pleasure that I accept them from the hand of one who has been so long and prominently identified with the cause of public education.

For the third time in ten years it has become my duty to receive in charge the keys of a new school building, each in turn larger and finer than the preceding. Never has this duty brought with it so profound a sense of the responsibility it involves, as to-day. This is not solely because, with increasing age and experience, there has come a deeper conviction of the magnitude and importance of the teacher's work, but partly because we stand upon the threshold of a new era in school affairs. The times of excessive praise have passed, and in their stead has come a time of comparison and fault-finding, out of which good will no doubt come, but which is, nevertheless, not very agreeable while it lasts.

High authority has charged that the schools of to-day, with all their appliances, are not doing the work of the schools of half a century ago; and this charge, like any attack on existing things,

finds many to believe it, rejoice in it, and repeat it. That charge we are to do our part in answering here, not so much by words as by work, not so much by rhetoric as by results.

Yet I doubt whether those who are well qualified to judge believe it to be true. Said Edward Everett, not long before his death, "The (school) system of Boston has been greatly improved. It has literally grown with our growth and strengthened with our strength." The real question is, not whether the schools of half a century ago did better work than the schools of to-day, but whether they did work half so good.

The favorite method of proving their superiority is to point, not at their average product, but at the rare exceptions, the ablest men, the leading lawyers and merchants of to-day, and claim their power as the result of their school training; when the real fact is, that they have reached eminence by their own inherent energy and ability, not because of the excellence of their school training, but in spite of its deficiencies. Educated not so much in the school as on the farm, not so much by books and teachers as by nature and the exigencies of out-of-door life, with a fund of health and energy stored up among the green fields and running brooks, with a self-reliance cultivated by the constant conflict of their daily life, they came from the country to the city at a time when opportunities for advancement were vastly greater than they are to-day, and by force of native ability have achieved success.

Still, while it cannot be denied that our present system gives the best results to the greatest number, a constant watchfulness is needed, lest, in caring for the many, the peculiar needs of the exceptionally forward be overlooked.

The most difficult problem in our schools, as I understand it, is how to give the greatly enlarged course of study, and still retain the individuality of the old time; to carry the pupils along to meet the ever-increasing requirements, and still give the self-reliance and mental discipline that was gained when every problem was a conflict from whose solution the pupil turned with an eager desire for new conquests, either in the school or in active life. The ever-increasing requirements of these days foster in the pupil a disposition to rely on the teacher rather than on himself, to receive passively rather than acquire actively; so that the mind becomes a

mere storehouse filled with the product of others' industry, rather than a workshop where valuable results are wrought out by earnest, persistent effort.

Nor is this tendency felt by the pupil alone. The teacher, burdened by demands that sometimes seem excessive, is too often tempted to substitute cramming for teaching, and the imparting of knowledge enough to enable the pupil to pass an examination, for the development of real power of thought.

These evils are, however, working their own cure. A wiser system of supervision will in time prove a blessing alike to pupil and to teacher, stimulating the one so to study, and the other so to teach, that we may at last realize that highest ideal, the greatest amount of knowledge with the greatest power of using it.

But there is another result even more important than the power of right thinking, and that is the power of right acting. In the development of a manly, womanly character lies the field for the highest exercise of the teacher's power and influence. This is the duty that presses most heavily on his conscience.

It is in this respect especially that I ask your aid, my friends, who are personally interested in the welfare of this school. I have the pleasure of a personal acquaintance with but few of you. The time when a teacher could know all, or even a considerable number, of the parents of his pupils, has passed. This change, while it is not without its advantages, has also its attendant disadvantages. We miss the power that an intimate acquaintance with the home life of each pupil would give; we miss, too, the moral support and sympathy that a personal acquaintance with each parent would furnish; and so I appeal to you, while you have given over to constituted authorities the task of deciding whether the discipline and instruction of the schools are vigorous and judicious, not to forget that there still remains with you the all-important duty of aiding by your sympathy and efforts, without which no discipline, however wise, and no instruction, however able, can secure the highest results.

We all, parents, pupils, and teachers, have a common interest, a common pride, I hope, in this our school, whose entrance into a new and beautiful home we are met to celebrate. But, while you dedicate these dead and silent walls to noble uses, there remains

for us, who are to labor here, a deeper and more significant task, — to rededicate ourselves to the great work that is before us, to lift ourselves above the spirit of routine and narrow achievement, to a new conception of the full dignity and power of the profession we have chosen, realizing in the words of him whose name this structure bears, that “the true end of all knowledge is to enlarge and purify the mind, and fill the soul with noble contemplations.”

The following dedicatory hymn, written for the occasion, was then sung by the children:—

DEDICATORY HYMN.

WRITTEN FOR THIS OCCASION.

AIR.—“Now night comes softly stealing.”—*Bach.*

When newly bright, fair Learning,
Thy starry lamps are burning,
A joyful welcome be!
Oh, set thy seal immortal
On finished wall and portal
Of one more temple built to thee.

This house another glory
In our proud city's story
Thro' many a year shall be.
To-day, in gladness meeting,
Its halls, with rites of greeting,
We throng, free children of the free.

Here, far from tumult's noises,
Shall murmur studious voices,
Like song of bird and bee,
While, flushed with fame's emotion,
Fair youth in new devotion
Pluck fruit from wisdom's fadeless tree.

Author of life and reason,
Thy love, this happy season,
Our benediction be!
Here rest Thy tender favor,
And shine Thy light forever
Where thought's pure labor honors Thee.

Mr. William T. Adams said the name of Everett was given to a school in this district in 1849, and when the school-house was dedicated, in 1856, Edward Everett was present. Many present would remember the glowing words of the great orator when he delivered his commemorative oration under the great tent. He had passed away, but his gifted son was present, and he had the honor and pleasure of introducing Mr. William Everett, of Cambridge.

[The following will give some idea of the substance of a part of his remarks, but, not having been written out till recently, must not be regarded as anything like an accurate report] : —

ADDRESS OF MR. WILLIAM EVERETT.

I am much gratified, Mr. Chairman, by the request to be present on this occasion. At the former dedication, which you have mentioned, I was also present, and it is connected with one of my earliest attempts at journalism ; for I sent a report of the occasion to the “Advertiser,” out of which they ruthlessly cut the best part. I fear that to-day as then the permission to be present is due not to my own merits, but to those of my predecessors.

As to the controversy, which is the real Everett School. I desire to remain perfectly impartial. Being at present in Dorchester, I shall maintain that this is unquestionably the true claimant of the name ; and make sure that if any influence from Northampton street undertakes to *Hyde* the merits of Dorchester, her *Miner* stands ready to dig them out.

You have made no mistake in giving this name to an institution of learning. Mr. Everett was identified with the cause of education in schools and colleges from the moment, nay, before, he completed his own course. He was tutor at Harvard College

almost immediately after graduation. He was one of her professors for ten years; and, in that period, while studying at Göttingen, found time to prepare and transmit to America an elaborate report on German education. There is a tradition that to send this report by the next ship, in those uncertain days of ocean mail, he wrote without intermission, except for food, for thirty consecutive hours.

He was President of Harvard College for three years, a member of her Board of Overseers for a long time, and held an appointment from her as lecturer at his death. During his service as governor, the system of Normal Schools and the Board of Education were founded in this State; and his published works are filled, from beginning to end, with pleas of every kind for the cause of education.

What I have to say here to-day must largely be founded on what I heard from him; all that some experience as a scholar, a teacher, and a great friend of young people, has taught me is scarcely more than the expansion of ideas derived from him. He thought there was a great deal of nonsense talked about education. I remember again and again he used to speak with the deepest contempt of a piece of false scholarship which you, Mr. Mayor, and I, and all of us have so often heard perpetrated on such occasions as this, by worthy friends of schools with but slender and inaccurate schooling themselves. I mean something of this kind:—

“Education, my dear children, let us never forget what education means. It is derived from the Latin *E* and *duco*, and means the *drawing out* of the powers of the mind; it is not adding anything from the outside, but bringing out what is in the pupil, and educating the powers that God has given him. Therefore, I warn the teachers in this school not to engage in the vain attempt to put anything into the mind, but rather to draw out what is there already.”

Now, sir, as I have often heard from Mr. Everett, and as my own knowledge of Latin tells me, this is a mistaken derivation, and a piece of false learning; and all the elaborate theories that have been built upon it have a foundation of sand. No doubt *education* has a certain connection with *E* and *duco*; but it was

used by Cicero just in its present sense ; not at all as meaning the drawing out the powers of the mind, but as training, rearing, bringing up the youth, and fitting them for manhood and womanhood ; drawing out, drafting, the new boy which was to recruit the Grand Army of the Republic.

“ Cum gentis adultos
Educunt fœtus.”

Education, sir, training, rearing, is both outside and inside ; the tree must derive its growth from soil and air and rain, which God gives from outside, which it cannot supply or choose for itself, without which it dies and withers, but which if yielded in due season in due amount, in the proper kind, it will absorb and incorporate and assimilate by its own inborn powers, till its top reach to heaven and its branches overshadow the earth.

It would be hard to lay all mistakes in education at the door of a false derivation ; but, whatever the cause, I cannot believe that we are all right now. I believe the present system needs great change, and change not by the introduction of new methods, but by going back to old methods which we wantonly threw away before their usefulness was exhausted, and which, sooner or later, we have got to come back to, however we may disguise the process. I am not going to maintain, sir, that when I was a school-boy everything was right and good in school, and that all recent progress has been a steady going backwards. But I do believe we were better in some things, and one of them was the way we acted and our parents acted about going to school. We looked at it as our business. We didn't like it any better than boys and girls do now ; we had not naturally higher intelligence or purposes ; we shirked our lessons, and we misbehaved, as they do now ; but we knew we had to go to school, and we went ; and we knew we had lessons to get, and we either got them or accepted the consequences. I say we looked on it as a business matter. Our fathers had their daily, hard, disagreeable business at their desk, or their store, or their office, or their workshop ; our mothers had their household and social duties, which had to be done, agreeable or not ; and we went to school, our regular business as boys and girls, and absence was a rarity.

Now education seems to be something extraneous; parents wait years before sending their children to school, and when there, they constantly sustain them in their absences and their evasion of lessons, giving them freely excuses for half-sickness, which prevents them forsooth from going to school and studying lessons, but lets them go to theatres and parties, and wear themselves out by excessive exercise. And so when this playing go to school can be kept up no longer, and it has to be recognized for the business it is, the work which might once have been easy, or not too hard, has to be crowded into a time sadly inadequate, proves too hard in real earnest, and the blame is laid on the forcing system of school.

I say, sir, easy, or rather not too hard. It is a terrible mistake to believe education should be made easy. Let boys and girls find out betimes, as they must sooner or later, that everything that is worth doing in this world has got to be done through a certain amount of hard, dry, dogged, uninteresting, disagreeable work. Energy will conquer it, patience will lighten it, but it must be gone through with; the unsightly foundation of the fair building; the hard outside of the sweet kernel.

The fact is, we have not yet cooled down from the heat of the war, which accustomed us to startling events, gigantic victories, sudden accessions of fortune; we still think too much of bold dash and rough force, immense expenditure for immense results. We have not settled down into the practice of the old, quiet virtues, prudence, patience, gentleness, which made us what we were before the war, which must be the only real basis for strength of character, and can only be won gradually and painfully.

I say I greatly disbelieve in theories and systems; no two schools are alike, no two studies are alike, no two boys or girls are alike. The best school is that where a high-minded, warm-hearted, intelligent head, picked with the greatest care, is left to work his own system or no system, unhampered by mechanical theories, to train each one of the dear children committed to his charge, as a parent, a friend, an older brother or sister, who thinks of each and every child as an integral part of God's creation, not to be confounded by any imaginary average in a crowd or mass.

And, sir, I would advise all masters, I would urge our friend

here, not to be deceived by that convenient theory which gets rid of the plain, old fault *stupidity* under the cloak of *faithful industry*, which keeps back the intelligent, all eager to go on, in the impossible idea of bringing up the tail of the class to a level with the head ; and in short regards a dunce, as the Turks do an idiot, as the special favorite of Heaven. In these days, with our position, our ancestry, our surroundings, the atmosphere of learning and wit that we draw in with every breath, intelligence is a duty and stupidity a vice.

I have kept you too long, sir ; and as I take my seat, thanking you again for this opportunity, I feel assured that as long as this school shall bear the name which is signed to that portrait above this platform, so surely will the same love that he bore to every child of America attend and bless every teacher and every pupil that labors in his chosen work.

Brief addresses were delivered by Mr. John D. Philbrick, Superintendent of Schools, Mr. George B. Hyde, master of the Everett School in the city proper, and others. The pupils sang the "Sweet Convent Bells," and "Sister Spirits, Haste Away," and with the audience united in singing "Old Hundred," which closed the exercises.

ORGANIZATION
OF THE
SCHOOL COMMITTEE AND SCHOOLS,
FOR 1878.

SCHOOL COMMITTEE FOR 1878.

HON. HENRY L. PIERCE, Mayor, *ex officio*.

[Term expires January, 1879.]

Warren P. Adams,
George A. Thayer,
Charles C. Perkins,
John G. Blake,

John B. Moran,
Godfrey Morse,
Abby W. May,
John J. Hayes.

[Term expires January, 1880.]

Charles L. Flint,
F. Lyman Winship,
William H. Finney,
Ezra Palmer,

Henry P. Bowditch,
William J. Porter,
John W. Ryan,
George M. Hobbs.

[Term expires January, 1881.]

Lucia M. Peabody,
William T. Adams,
Warren Fletcher,
Nahum Chapin,

George H. Plummer,
William H. Learnard, Jr.,
Abram E. Cutter,
William C. Collar.

OFFICERS OF THE BOARD.

President.

HON. HENRY L. PIERCE, *Mayor.*

Vice-President.

HON. WILLIAM H. LEARNARD, JR.

Secretary and Auditing Clerk.

GEORGE A. SMITH.

Superintendent.

SAMUEL ELIOT.

Supervisors.

BENJAMIN F. TWEED,
SAMUEL W. MASON,
ELLIS PETERSON,

| LUCRETIA CROCKER,
| JOHN KNEELAND.

Messenger.

ALVAN H. PETERS.

Rooms of the Board open from 9 o'clock till 5 o'clock. Saturdays, from 9 o'clock till 2 o'clock.

Office hour of the Secretary and Auditing Clerk from 12½ o'clock to 1½ o'clock.

Office hour of the Superintendent from 12½ o'clock to 1½ o'clock.

TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and with the school sections embraced in each district:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole, <i>Chief</i> . C. E. Turner.	North. East Boston.	Eliot, Hancock. Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips, and Brimmer.
Jacob T. Beers.	Southern.	Bowditch, Quincy, and Lawrence.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, Norcross, and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh. E. F. Mecuen.	Roxbury, East Dist. Roxbury, West Dist.	Lewis, Dudley, and Dearborn. Comins, Sherwin, Lowell, and Dudley, <i>Girls</i> .
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Woofindale.	Charlestown, West District.	Frothingham, Harvard, and Wells.
Sumner P. White.	Charlestown, East District.	Warren, Bunker Hill, Prescott, and High.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.
Warren A. Wright, Superintendent of Licensed Minors.		

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The Chief Officer and Superintendent of Licensed Minors are in attendance every school day from 12 to 1; other officers, the first and third Mondays each month, at 4 P.M. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13, and 14.

STANDING COMMITTEES.

Elections.

Ezra Palmer, *Chairman*. William H. Finney,
George M. Hobbs.

Rules and Regulations.

William H. Finney, *Chairman*. Abby W. May,
William T. Adams, Ezra Palmer,
George M. Hobbs.

Salaries.

Godfrey Morse, *Chairman*. Ezra Palmer,
George H. Plummer, Nahum Chapin,
John J. Hayes.

Accounts.

William H. Learnard, Jr., *Chairman*. Godfrey Morse,
William H. Finney, Warren P. Adams,
William T. Adams.

Text-Books.

George A. Thayer, *Chairman*. John G. Blake,
Ezra Palmer, Godfrey Morse,
William C. Collar.

Licensed Minors.

William J. Porter, *Chairman*. George A. Thayer,
Nahum Chapin.

Deaf-Mutes.

Ezra Palmer, *Chairman*. William H. Learnard, Jr.,
John W. Ryan.

Military Drill.

Godfrey Morse, *Chairman*. Warren Fletcher,
John J. Hayes.

Drawing.

Charles C. Perkins, <i>Chairman.</i>	Lucia M. Peabody,
George A. Thayer,	Charles L. Flint,
	Abram E. Cutter.

Evening Schools.

Warren Fletcher, <i>Chairman.</i>	John J. Hayes,
Warren P. Adams,	William J. Porter,
	George M. Hobbs.

School Houses.

Nahum Chapin, <i>Chairman.</i>	John B. Moran,
George H. Plummer,	Henry P. Bowditch,
	F. Lyman Winship.

Music.

Charles C. Perkins, <i>Chairman.</i>	John G. Blake,
F. Lyman Winship,	Abby W. May,
	Warren P. Adams.

Kindergarten Schools.

John G. Blake, <i>Chairman.</i>	Lucia M. Peabody,
	Henry P. Bowditch.

Truant Officers.

The Mayor, <i>Chairman.</i>	Warren Fletcher,
William H. Learnard Jr.,	John W. Ryan,
	Abram E. Cutter.

Sewing.

F. Lyman Winship, <i>Chairman.</i>	Lucia M. Peabody,
Nahum Chapin,	John W. Ryan,
	Warren P. Adams.

Nominations.

William H. Finney, <i>Chairman.</i>	George H. Plummer,
William H. Learnard, Jr.,	William J. Porter,
	Ezra Palmer.

Examinations.

George A. Thayer, <i>Chairman.</i>	John B. Moran,
Charles L. Flint,	Lucia M. Peabody,
	William C. Collar.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton Streets.

COMMITTEE.

George A. Thayer, *Chairman.*

Abby W. May, *Secretary.*

George M. Hobbs,

William H. Learnard, Jr.,

John B. Moran.

Larkin Dunton, *Head Master.*

Julius Eichberg, *Teacher of Music.*

L. Theresa Moses, *First Assistant.*

J. B. Sharland, *Teacher of Music.*

Annie E. Chace, *Assistant.*

H. E. Holt, *Teacher of Music.*

W. Bertha Hintz, *Special Teacher.*

L. W. Mason, *Teacher of Music.*

Walter Smith, *Teacher of Drawing.*

Amos Albee, *Janitor.*

RICE TRAINING SCHOOL.

IN CHARGE OF COMMITTEE ON NORMAL SCHOOL.

LUCIUS A. WHELOCK, *Principal.*

RICE SCHOOL.

Corner Dartmouth and Appleton streets.

Lucius A. Wheelock, *Master.*

Martha E. Pritchard, *First Assistant.*

Edward Southward, *Sub-Master.*

Elsie J. Parker, *Second Assistant.*

Charles F. Kimball, *Usher.*

THIRD ASSISTANTS.

Florence Marshall,

Dora Brown,

E. Maria Simonds,

— — —,

Ella T. Gould,

Mattie H. Jackson,

J. Annie Bense,

Elizabeth M. Burnham.

Eliza Cox,

Amos Albee, *Janitor.*

PRIMARY SCHOOLS.

Appleton street.

Ella F. Wyman,

Ellen F. Beach,

Grace Hooper,

Anna B. Badlam,

Sarah E. Bowers,

Emma L. Wyman.

Florence M. Proctor,

George W. Collins, *Janitor.*

HIGH SCHOOLS.

COMMITTEE.

Charles L. Flint, *Chairman.*

Abby W. May, *Secretary.*

Godfrey Morse,

Henry P. Bowditch,

William C. Collar.

PUBLIC LATIN SCHOOL.

Bedford street.

Moses Merrill, *Head-Master.*

James A. Beatley, *Usher.*

Charles J. Capen, *Master.*

Philippe de Sénancour, *Teacher of French.*

Arthur I. Fiske, *Master.*

George A. Schmitt, *Teacher of German.*

Joseph W. Chadwick, *Master.*

Cyrus A. Neville, *Sub-Master.*

Charles A. Barry, *Teacher of Drawing.*

William A. Reynolds, *Sub-Master.*

Frank W. Freeborn, *Sub-Master.*

Julius Eichberg, *Teacher of Music.*

John K. Richardson, *Sub-Master.*

Brig.-Gen. Hobart Moore, *Teacher of Military Drill.*

William Gallagher, Jr., *Sub-Master.*

Edward P. Jackson, *Sub-Master.*

Charles H. Brooks, *Secretary.*

William T. Strong, *Usher.*

Edward M. Chase, *Janitor.*

Egbert M. Chesley, *Usher.*

ENGLISH HIGH SCHOOL.

Bedford street.

HEAD-MASTER.

Edwin P. Seaver, *Civil Government.*

MASTERS.

Luther W. Anderson, *English.*

Albert Hale, *Mathematics.*

Robert E. Babson, *German.*

Charles B. Travis, *English.*

L. Hall Grandgent, *Physics and Mathematics.*

SUB-MASTERS.

Charles J. Lincoln, <i>Chemistry.</i>	H. Winslow Warren, <i>French.</i>
John O. Norris, <i>English.</i>	Henry Dame, <i>Mathematics.</i>
Lucius H. Buckingham, <i>French.</i>	Henry Hitchings, <i>Teacher of Drawing.</i>
John F. Casey, <i>Mathematics.</i>	Eugene Raymond, <i>Teacher of French.</i>
Manson Seavy, <i>Mathematics and Book-keeping.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Jerome B. Poole, <i>French.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
Samuel C. Smith, <i>English.</i>	Charles H. Brooks, <i>Secretary.</i>
Alfred P. Gage, <i>Physics.</i>	Edward M. Chase, <i>Janitor.</i>

GIRLS' HIGH SCHOOL.

West Newton street.

Homer B. Sprague, <i>Head-Master.</i>	Laura B. White, <i>Teacher of Chemistry.</i>
Harriet E. Caryl, <i>Assistant Principal.</i>	
Margaret A. Badger, <i>First Assistant.</i>	

SECOND ASSISTANTS.

Emma A. Temple,	Mary E. Scates.
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THIRD ASSISTANTS.

Katharine Knapp,	Adeline L. Sylvester.
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FOURTH ASSISTANTS.

Emerette O. Patch,	Mary S. Gage,
S. Annie Shorey,	R. E. Cole,
Augusta C. Kimball,	Augusta R. Curtis,
Luey R. Woods,	Mary E. Lathrop,
Ella M. Folsom,	Lizzie L. Smith.

Margaret C. Brawley, <i>Laboratory Assistant.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Emily M. Deland, <i>Physical Culture.</i>	Mary E. Carter, <i>Teacher of Drawing.</i>
———, <i>Teacher of French.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>
E. C. F. Krauss, <i>Teacher of German.</i>	Thomas Appleton, <i>Janitor.</i>

ROXBURY HIGH SCHOOL.

*Kenilworth street.*S. M. Weston, *Head-Master.*Emily Weeks, *First Assistant.*

THIRD ASSISTANTS.

Eliza D. Gardner,

Helen A. Gardner.

FOURTH ASSISTANTS.

Edna F. Calder,

Alla G. Foster.

Clara H. Balch,

Henri Morand, *Teacher of French.*Julius Eichberg, *Teacher of Music.*Benjamin F. Nutting, *Teacher of
Drawing.*Brig.-Gen. Hobart Moore, *Teacher of
Military Drill.*John F. Stein, *Teacher of German.*Thomas Colligan, *Janitor.*

DORCHESTER HIGH SCHOOL.

*Centre street, corner of Dorchester avenue.*Elbridge Smith, *Master.*Mary W. Hall, *First Assistant.*

FOURTH ASSISTANTS.

Rebecca V. Humphrey,

Laura E. Hovey.

Harriet B. Luther,

Henri Morand, *Teacher of French.*Brig.-Gen. Hobart Moore, *Teacher of*John F. Stein, *Teacher of German.**Military Drill.*Mercy A. Bailey, *Teacher of Drawing.* Thomas J. Hatch, *Janitor.*Julius Eichberg, *Teacher of Music.*

CHARLESTOWN HIGH SCHOOL.

*Monument square.*Caleb Emery, *Head Master.*Emma G. Shaw, *Second Assistant.*La Roy F. Griffin, *Usher.*Adelaide E. Somes, *Third Assistant.*Katharine Whitney, *First Assistant.*

FOURTH ASSISTANTS.

Emma S. Gale,
Sarah Shaw,

Mary A. Wilcox.

Eugene Raymond, *Teacher of French.* Brig.-Gen. Hobart Moore, *Teacher of*
Lucas Baker, *Teacher of Drawing.* *Military Drill.*
Julius Eichberg, *Teacher of Music.* Joseph Smith, *Janitor.*

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

Edward W. Howe, *Master.*

Annie B. Lord, *Third Assistant.*

FOURTH ASSISTANTS.

Jennie R. Sheldon,

Louise M. Thurston.

John F. Stein, *Teacher of German.* Brig.-Gen. Hobart Moore, *Teacher of*
Marie C. Ladreyt, *Teacher of French.* *Military Drill.*
Julius Eichberg, *Teacher of Music.* J. J. Wentworth, *Janitor.*
Charles A. Barry, *Teacher of Drawing.*

BRIGHTON HIGH SCHOOL.

Academy Hill.

Benj. Wormelle, *Master.*

Lucas Baker, *Teacher of Drawing.*

Anna J. George, *Third Assistant.*

Brig.-Gen. Hobart Moore, *Teacher of*

Sarah E. Waugh, *Fourth Assistant.*

Military Drill.

John F. Stein, *Teacher of German.*

J. R. Marston, *Janitor.*

Lucy H. Garlin, *Teacher of Music.*

SCHOOL DISTRICTS.

ARRANGED BY DIVISIONS.

FIRST DIVISION.

COMMITTEE.

George H. Plummer, <i>Chairman.</i>	Warren Fletcher, <i>Secretary.</i>
Nahum Chapin,	Abram E. Cutter.
William J. Porter,	

ADAMS DISTRICT.

FRANK F. PREBLE, *Principal.*

ADAMS SCHOOL.

Belmont square, East Boston.

Frank F. Preble, <i>Master.</i>	Mary M. Morse, <i>First Assistant.</i>
Lewis H. Dutton, <i>Sub-Master.</i>	Mary A. Davis, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Ellen M. Robbins,	Clara J. Doane,
Almira E. Reid,	Sarah E. McPhaill,
Clara Robbins,	Lina H. Cook.
Harriet Sturtevant,	Frederick Tilden, <i>Janitor.</i>

PRIMARY SCHOOLS.

Adams School-house, Sumner street.

Ellen James,	Sara A. Cook.
--------------	---------------

Webster-street School.

Mary H. Allen,	Anna E. Reed,
Mary E. Wiggin,	Grace E. Wasgatt.
Eliza A. Wiggin,	George J. Merritt, <i>Janitor.</i>

CHAPMAN DISTRICT.

GEORGE R. MARBLE, *Principal*.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

George R. Marble, <i>Master</i> .	Jane F. Reid, <i>Second Assistant</i> .
Orlando W. Dimick, <i>Sub-Master</i> .	Maria D. Kimball, <i>Second Assistant</i> .
Mary E. Allen, <i>First Assistant</i> .	

THIRD ASSISTANTS.

Sara F. Tenney,	Susie E. Geyer,
Sarah T. Synett,	Lucy E. Woodwell,
Harriet E. Morrill,	Mary E. Buffum.
Judith P. Meader,	Mrs. S. Cousens, <i>Sewing Teacher</i> .
James E. Burdakin, <i>Janitor</i> .	

PRIMARY SCHOOLS.

Webb School, Porter street.

Mary A. Shaw,	Ada D. Prescott,
Abby D. Beal,	A. D. Chandler.
Mrs. Matilda Davis, <i>Janitor</i> .	

Tappan School, Lexington street.

Maria A. Arnold,	Clara A. Otis,
Mary C. Hall,	Calista W. MacLeod,
Marietta Duncan,	Hannah F. Crafts.
Phineas Hull, <i>Janitor</i> .	

EMERSON DISTRICT.

JAMES F. BLACKINTON, *Principal*.

EMERSON SCHOOL.

Prescott street, East Boston.

James F. Blackinton, <i>Master</i> .	Bernice A. DeMerritt, <i>Second Assistant</i> .
J. Willard Brown, <i>Sub-Master</i> .	
Elizabeth R. Drowne, <i>First Assistant</i> .	Ellenette Pillsbury, <i>Second Assistant</i> .
Louise S. Hotchkiss, <i>First Assistant</i> .	

THIRD ASSISTANTS.

Mary A. Ford,	Elizabeth A. Turner,
Mary D. Day,	Sarah A. Bond,
Juliette J. Pierce,	Georgia H. Tilden,
Carrie Ford,	H. Elizabeth Cutter.

Edward C. Chessman, *Janitor*.

PRIMARY SCHOOLS.

Emerson School-house.

Hannah L. Manson,	Almaretta J. Crichtett.
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Primary School-house, Princeton street.

Mary E. Plummer,	Harriette E. Litchfield,
Margaret A. Bartlett,	Susan A. Slavin,
Mary A. Oburg,	Ernestine Ditsen.
Florence H. Drew,	J. D. Dickson, <i>Janitor</i> .

LYMAN DISTRICT.

HOSEA H. LINCOLN, *Principal*.

LYMAN SCHOOL.

Corner of Paris and Decatur streets.

Hosea H. Lincoln, <i>Master</i> .	Eliza F. Russell, <i>Second Assistant</i> .
George K. Daniell, Jr., <i>Sub-Master</i> .	Mary A. Turner, <i>Second Assistant</i> .
Cordelia Lothrop, <i>First Assistant</i> .	Amelia H. Pittman, <i>Second Assistant</i> .

THIRD ASSISTANTS.

Lucy J. Lothrop,	Irene A. Bancroft,
Mary P. E. Tewksbury,	Sibylla A. Bailey,
Harriet N. Webster,	Clara B. George.

William Gradon, *Janitor*.

PRIMARY SCHOOLS.

Austin School, Paris street.

Josephine A. Murphy,	Anna I. Duncan,
Angelina M. Cudworth,	Florence Carver,
Emma P. Morey,	Frances I. Dayley,
Sarah F. Lothrop,	Mary E. Morse.

Mrs. Higginson, *Janitor*.

SECOND DIVISION.

COMMITTEE.

Abram E. Cutter, <i>Chairman.</i>	Warren Fletcher, <i>Secretary.</i>
Nahum Chapin,	Charles C. Perkins.
William H. Finney,	

BUNKER HILL DISTRICT.

SAMUEL J. BULLOCK, *Principal.*

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Samuel J. Bullock, <i>Master.</i>	Amy C. Hudson, <i>Second First Assistant.</i>
Henry F. Sears, <i>Sub-Master.</i>	Abby P. Josselyn, <i>Second Assistant.</i>
Mary A. Eaton, <i>First Assistant.</i>	Angelia M. Knowles, <i>Second Assistant.</i>

THIRD ASSISTANTS.

— — — — —.	Anna M. Prescott,
Ida O. Hurd,	Georgiana A. Smith,
Ellen F. Sanders,	Lydia A. Simpson.
Lydia S. Jones,	Julia A. Skilton, <i>Sewing Teacher.</i>
	Josiah C. Burbank, <i>Janitor.</i>

PRIMARY SCHOOLS.

Bunker Hill School-house.

Mary L. Caswell.

Haverhill street.

Mary S. Thomas,	Helen G. Turner.
	Margaret O'Brien, <i>Janitor.</i>

Bunker Hill street, cor. Charles street.

Mary E. Flanders,	Carrie M. Arnold,
Elizabeth B. Norton,	Sarah J. Worcester,
Sarah A. Smith,	Ada E. Bowler,
Effie G. Hazen,	Kate C. Thompson.
	Josiah C. Burbank, <i>Janitor.</i>

FROTHINGHAM DISTRICT.

CALEB MURDOCK, *Principal.*

FROTHINGHAM SCHOOL.

*Corner of Prospect and Edgeworth streets, Charlestown.*Caleb Murdock, *Master.*Harriet E. Frye, *Second Assistant.*William B. Atwood, *Sub-Master.*Bial W. Willard, *Second Assistant.*Charlotte E. Camp, *First Assistant.*

THIRD ASSISTANTS.

Ellen R. Stone,

Jennie E. Tobey,

Arabella P. Moulton,

Lucy A. Seaver,

Abby M. Clark,

Ellen A. Chapin,

Sara H. Nowell,

Elizabeth W. Boyd, *Sewing Teacher.*Warren J. Small, *Janitor.*

PRIMARY SCHOOLS.

Frothingham School.

Persis M. Whittemore,

Julia M. Burbank.

Martha Yeaton,

Moulton street.

Helen E. Ramsay,

Louisa W. Huntress,

O. H. Morgan,

Fanny M. Lamson.

George L. Mayo, *Janitor.*

HARVARD DISTRICT.

W. E. EATON, *Principal.*

HARVARD SCHOOL.

*Bow street, Charlestown.*W. E. Eaton, *Master.*Abby B. Tufts, *First Assistant.*Darius Hadley, *Sub-Master.*Anne E. Weston, *Second Assistant.*

THIRD ASSISTANTS.

Sarah E. Leonard,

Emma F. Thomas,

Mary A. Lovering,

Sarah J. Perkins,

Jennie E. Howard,

—————,

Martha F. Fay,

Elizabeth W. Boyd, *Sewing Teacher.*

Edith W. Howe,

Alonzo C. Tyler, *Janitor.*

PRIMARY SCHOOLS.

Bow street (Grammar-school Building).

Mary P. Howland.

Harvard Hill.

Fanny B. Hall,	Effie A. Kettell,
Catharine C. Brower,	Elizabeth F. Doane,
Fanny A. Foster,	Lucy M. Small,
Elizabeth B. Wetherbee,	Louisa A. Whitman.
George L. Mayo, <i>Janitor</i> .	

Common street.

Elizabeth A. Pritchard,	Elizabeth R. Brower,
Mary F. Kittredge,	Lois A. Rankin.
William Holbrook, <i>Janitor</i> .	

PRESCOTT DISTRICT.

GEORGE T. LITTLEFIELD, *Principal*.

PRESCOTT SCHOOL.

Elm street, Charlestown.

George T. Littlefield, <i>Master</i> .	Delia A. Varney, <i>First Assistant</i> .
Alonzo Meserve, <i>Usher</i> .	Mary C. Sawyer, <i>Second Assistant</i> .

THIRD ASSISTANTS.

Martha M. Kenrick,	Frances A. Craigin,
Julia C. Powers,	Julia F. Sawyer.
Elizabeth J. Farnsworth,	Julia A. Skilton and Elizabeth W.
Lydia A. Sears,	Boyd, <i>Sewing Teachers</i> .
Thomas Merritt, <i>Janitor</i> .	

PRIMARY SCHOOLS.

Medford street.

Mary E. Smith,	Ellen Hadley.
Mrs. Berry, <i>Janitor</i> .	

Polk street.

Frances M. Lane,	Alice M. Lyons, <i>Janitor</i> .
Zetta M. Mallard,	

Bunker Hill street, cor. Tufts.

Emma C. Olmstead,	Mrs. Mary Watson, <i>Janitor</i> .
Elizabeth C. Bredeen.	

WARREN DISTRICT.

GEORGE SWAN, *Principal*.

WARREN SCHOOL.

*Corner of Pearl and Summer streets, Charlestown.*George Swan, *Master*.Abby C. Lewis, *Second Assistant*.E. B. Gay, *Sub-Master*.Annie D. Dalton, *Second Assistant*.Sarah M. Chandler, *First Assistant*.Elizabeth Swords, *Second First Assistant*.

THIRD ASSISTANTS.

Alice Hall,

Annie M. Crozier,

Frances L. Dodge,

Maria L. Bolan,

Abby E. Holt,

Marietta F. Allen.

Ellen A. Pratt,

Julia A. Skilton, *Sewing Teacher*.D. L. Small, *Janitor*.

PRIMARY SCHOOLS.

Mead street.

M. Josephine Smith,

Cora E. Wiley,

Effie C. Melvin,

Abby P. Richardson.

Matthew Boyd, *Janitor*.*Cross street.*

Abby O. Varney,

Josephine E. Copeland.

Alice M. Lyons, *Janitor*.*Warren School-house.*

Caroline E. Osgood,

— — —.

THIRD DIVISION.

COMMITTEE.

Charles C. Perkins, <i>Chairman.</i>	William J. Porter, <i>Secretary.</i>
Ezra Palmer,	George H. Plummer.
William T. Adams,	

BOWDOIN DISTRICT.

DANIEL C. BROWN, *Principal.*

Myrtle street.

Daniel C. Brown, <i>Master.</i>	Mary Young, <i>Second Assistant.</i>
Sarah J. Mills, <i>First Assistant.</i>	Sarah O. Brickett, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Eliza A. Fay,	Dora E. Pitcher,
Irene W. Wentworth,	S. Francis Perry.
Martha A. Palmer,	Catherine L. W. Bigelow, <i>Teacher of</i>
Ada L. Cushman,	<i>Sewing.</i>
Joseph S. Shannon, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Somerset street.

C. Eliza Wason,	Mabel West.
Thomas Freeman, <i>Janitor.</i>	

Old Phillips School-house, Anderson street.

Sarah F. Russell,	Josephine O. Hedrick,
Barbara C. Farrington,	Clara J. Reynolds,
Elizabeth R. Preston,	Alice T. Smith.
Ambrose H. Shannon, <i>Janitor.</i>	

Blossom street.

Olive Ruggles,	Lydia A. Isbell,
— — — — —,	Mary E. Ames.
Charles C. Newell, <i>Janitor.</i>	

ELIOT DISTRICT.

SAMUEL HARRINGTON, *Principal*.

ELIOT SCHOOL.

*North Bennet street.*Samuel Harrington, *Master*.Channing Folsom, *Usher*.Granville S. Webster, *Sub-Master*.Francis M. Bodge, *First Assistant*.Frederick H. Ripley, *Usher*.

THIRD ASSISTANTS.

Adolin M. Steele,

M. Ella Wilkins,

Elizabeth M. Turner,

Clara A. Newell,

Kate L. Dodge,

Mary E. Hanney,

Lucette A. Wentworth,

Isabel R. Haskins,

Mary Heaton,

Sophia E. Rayeroft,

Mary E. F. McNeil,

Annie M. H. Gillespie.

P. J. Riordan, *Janitor*.

PRIMARY SCHOOLS.

Snelling place.

Emma C. Lawson,

Harriet E. Lampee,

Margaret E. Robinson,

Rosa M. E. Reggio,

Cleone G. Tewkesbury,

Sarah A. Winsor.

Edgar M. Nason, *Janitor*.*Charter street.*

J. Ida Monroe,

Sarah Ripley,

Juliaette Davis,

Marcella E. Donegan,

A. Augusta Coleman,

Eliza Brintnall.

Isaac W. Navy, *Janitor*.*North Bennet street.*

Mary E. Barrett,

Kate S. Sawyer.

W. S. Riordan, *Janitor*.*Licensed Minors, North Margin street.*

Sarah A. Brackett.

HANCOCK DISTRICT.

JAMES W. WEBSTER, *Principal*.

HANCOCK SCHOOL.

Parmenter street.

James W. Webster, <i>Master</i> ,	Ellen A. Hunt, <i>Second Assistant</i> ,
Ellen C. Sawtelle, <i>First Assistant</i> ,	Marie L. Macomber, <i>Second Assistant</i> .
Amy E. Bradford, <i>Second Assistant</i> ,	

THIRD ASSISTANTS.

Josephine M. Robertson,	Martha F. Winning,
Helen M. Hitchings,	Sophia L. Sherman,
Susan E. Allen,	O. M. E. Rowe.
Mary E. Skinner,	Kate Doherty, <i>Sewing Teacher</i> .
Franklin Evelynth, <i>Janitor</i> .	

PRIMARY SCHOOLS.

Cushman School, Parmenter street.

Sarah E. Ward,	Mary L. Desmond,
Adeline S. Bodge,	Mary J. Clark,
Harriet M. Frazer,	Marcella C. Halliday,
Teresa M. Gargan,	Sarah F. Ellis,
Harriet A. Farrow,	Elizabeth A. Fisk.
Enoch Miley, <i>Janitor</i> .	

Ingraham School, Sheafe street.

Josephine B. Silver,	Esther W. Mansfield.
Clara E. Bell,	Francis Silver, <i>Janitor</i> .

Cheever School, Thacher street.

Mary Bonnie,	Sarah J. Copp.
Kate T. Sinnott,	Mrs. Mary Keefe, <i>Janitor</i> .

PHILLIPS DISTRICT.

SAMUEL SWAN, *Principal*.

PHILLIPS SCHOOL.

Phillips street.

Samuel Swan, <i>Master</i> .	Emily A. Moulton, <i>First Assistant</i> .
Elias H. Marston, <i>Sub-Master</i> .	Adeline F. Cutter, <i>Second Assistant</i> .
George Perkins, <i>Usher</i> .	

THIRD ASSISTANTS.

Ruth E. Rowe,	Martha F. Whitman,
Elvira M. Harrington,	Elizabeth L. West,
Georgianna E. Putnam,	Helen M. Coolidge,
Sarah W. I. Copeland,	Eliza A. Corthell.
Louie H. Hinckley,	John A. Shannon, <i>Janitor</i> .
Martha A. Knowles,	

PRIMARY SCHOOLS.

Phillips street.

Elizabeth S. Parker,	Evelyn E. Plummer.
Sarah A. M. Turner,	John Armstrong, <i>Janitor</i> .

Chardon court.

Emeline C. Farley,	Fanny B. Bowers.
Ann M. F. Sprague,	William H. Palmer, <i>Janitor</i> .

WELLS DISTRICT.

ROBERT C. METCALF, *Principal*.

WELLS SCHOOL.

Corner Blossom and McLean streets.

R. C. Metcalf, <i>Master</i> .	Mary G. Shaw, <i>Second First Assistant</i> .
Ella F. Innan, <i>First Assistant</i> .	— — —, <i>Second Assistant</i> .

THIRD ASSISTANTS.

Susan R. Gifford,	Lavinia M. Allen.
M. Isabella Bennett,	Mrs. Frances E. Stevens, <i>Sewing</i>
Mary S. Carter,	<i>Teacher</i> .
Mary M. Perry,	James Martin, <i>Janitor</i> .
Lizzie F. Stevens,	

PRIMARY SCHOOLS.

Emerson School, Poplar street.

Maria W. Turner,	Sarah C. Chevallier,
Eliza A. Freeman,	L. M. A. Redding,
Annie B. Gould,	Mrs. McGrath, <i>Janitor</i> .
E. A. Brown,	

Dean School, Wall street.

Georgia D. Barstow,	Florence E. Dexter,
Lois M. Rea,	Adelaide E. Badger.
Adelaide A. Rea,	Patrick Ronan, <i>Janitor</i> .
Mary F. Gargan,	

FOURTH DIVISION.

COMMITTEE.

Godfrey Morse, *Chairman*.
 John G. Blake,
 Ezra Palmer,

Abby W. May, *Secretary*.
 John J. Hayes.

BOWDITCH DISTRICT.

ALFRED HEWINS, *Principal*.

BOWDITCH SCHOOL.

Corner of East and Cove streets.

Alfred Hewins, *Master*.

Mary M. T. Foley, *Second Assistant*.

Susan H. Thaxter, *First Assistant*.

THIRD ASSISTANTS.

Eliza M. Evert,
 Emma M. Savil,
 Ruth H. Clapp,
 Hannah E. G. Gleason,

Emma A. Gordon,
 Ellen L. Collins.
 Eliza A. Baxter, *Sewing Teacher*.
 Nancy Ryan, *Janitor*.

PRIMARY SCHOOLS.

East street.

Amelia E. N. Treadwell,
 Octavia C. Heard,
 Sarah E. Lewis,
 Priscilla Johnson,
 Ellen E. Leach,
 Susan Frizzell,

Maria J. Coburn,
 Emma L. Pollex,
 Julia M. Driscoll,
 Mary J. Crotty,
 Rebecca A. Buckley.
 Jeremiah J. Murphy, *Janitor*.

LICENSED MINORS.

East-street place.

M. Persis Taylor,

Mrs. Fitzgerald, *Janitor*.

BRIMMER DISTRICT.

E. BENTLEY YOUNG, *Principal*.

BRIMMER SCHOOL.

Common street.

E. Bentley Young, <i>Master</i> .	Rebecca L. Duncan, <i>First Assistant</i> .
Quincy E. Dickerman, <i>Sub-Master</i> .	Luthera W. Bird, <i>Second Assistant</i> .
T. H. Wason, <i>Usher</i> .	

THIRD ASSISTANTS.

Kate C. Martin,	Sarah J. March,
Mercy T. Snow,	Helen L. Bodge,
Annie P. James,	Annie M. Mitchell,
Lilla H. Shaw,	Eliza E. Foster.
Mercy A. Davie,	George W. Fogg, <i>Janitor</i> .

PRIMARY SCHOOLS.

Starr King School, Tennyson street.

Nellie T. Higgins,	Mary E. Tiernay.
Laura M. Stevens,	E. L. Weston, <i>Janitor</i> .

Skinner School, corner Fayette and Church streets.

Emma F. Burrill,	H. Ellen Boothby,
Betsey P. Burgess,	Malvina R. Brigham.
Fannie B. Dewey,	Ellen Lind, <i>Janitor</i> .

EXETER-STREET SCHOOL.

GRAMMAR CLASSES.

Harriet D. Hinckley, <i>First Assistant</i> .	Ella F. White, <i>Third Assistant</i> .
Alice M. Dickey, <i>Third Assistant</i> .	

PRIMARY CLASSES.

Eva D. Kellogg,	• Joseph H. Elliott, <i>Janitor</i> .
Adeline S. Tufts.	

QUINCY DISTRICT.

E. FRANK WOOD, *Principal*.

QUINCY SCHOOL.

Tyler street.

E. Frank Wood, <i>Master</i> .	Annie M. Lund, <i>First Assistant</i> .
George W. Neal, <i>Sub-Master</i> .	Mary L. Holland, <i>Second Assistant</i> .
N. H. Whittemore, <i>Usher</i> .	

THIRD ASSISTANTS.

Emily J. Tucker,	Emily B. Peck,
Bridget A. Foley,	—————, —————,
Margaret F. Tappan,	Harriette A. Bettis,
Charlotte L. Wheelwright,	Emma K. Youngman.

James Daly, *Janitor*.

PRIMARY SCHOOLS.

Grammar School-house.

Mary E. Sawyer.

Way street.

Maria A. Callanan,	Annie M. Reilly.
Mary E. Conley,	D. D. Towns, <i>Janitor</i> .

Genesee street.

Emily E. Maynard,	Annie T. Corliss.
Harriet M. Bolman,	Mrs. Toole, <i>Janitor</i> .

WINTHROP DISTRICT.

ROBERT SWAN, *Principal*.

WINTHROP SCHOOL.

Tremont street, near Eliot street.

Robert Swan, <i>Master</i> .	Mary F. Light, <i>Second Assistant</i> .
Susan A. W. Loring, <i>First Assistant</i> .	Carrie F. Welch, <i>Second Assistant</i> .
May Gertrude Ladd, <i>First Assistant</i> .	Annie J. Stoddard, <i>Second Assistant</i> .
Emma K. Valentine, <i>Second Assistant</i> .	

THIRD ASSISTANTS.

Catherine K. Marlow,	Mary E. Davis,
Elizabeth S. Emmons,	Adelaide Meston,
Margaret T. Wise,	Mary L. H. Gerry,
Caroline S. Crozier,	—————, —————,
Lizzie H. Bird,	Ellen M. Underwood.
Mary E. Barstow,	Frances E. Stevens, Isabella Cumming,
Mary J. Danforth,	<i>Sewing Teachers.</i>

A. H. B. Little, *Janitor*.

PRIMARY SCHOOLS.

Tyler street.

Mary B. Browne,	Mary A. B. Gore,
Julia A. McIntyre,	Ella M. Seaverns,
Henrietta Madigan,	Emma I. Baker.

Ellen McCarthy, *Janitor*.

FIFTH DIVISION.

COMMITTEE.

William H. Learnard, Jr., *Chairman*. Godfrey Morse, *Secretary*.
 Charles L. Flint, William C. Collar,
 John J. Hayes.

DWIGHT DISTRICT.

JAMES A. PAGE, PRINCIPAL.

DWIGHT SCHOOL.

West Springfield street.

James A. Page, *Master*. Henry L. Sawyer, *Usher*.
 Walter S. Parker, *Sub-Master*. Ruth G. Rich, *First Assistant*.

THIRD ASSISTANTS.

Mary C. R. Towle, Mary E. Trow,
 Emily F. Carpenter, Nellie L. Shaw,
 Sarah C. Fales, Jeannie Eastman.
 Elizabeth G. Melcher, Edward Bannon, *Janitor*.

PRIMARY SCHOOLS.

Rutland street.

Augusta A. Davis, Henrietta Draper,
 Martha B. Lucas, Fannie L. Willard,
 Sarah E. Crocker,

C. P. Huggins, *Janitor*.

EVERETT DISTRICT.

GEORGE B. HYDE, *Principal*.

EVERETT SCHOOL.

West Northampton street.

George B. Hyde, *Master*. Anne C. Ellis, *Second Assistant*.
 S. Flora Chandler, *First Assistant*. Maria S. Whitney, *Second Assistant*.
 Janet M. Bullard, *Second First Assistant*.

THIRD ASSISTANTS.

Persis E. King,	Sarah L. Adams,
Susan S. Foster,	Mary E. Badlam,
Emily F. Marshall,	Flora I. Crooke,
Abby C. Haslet,	Anna Grover.
Ann R. Gavett,	Martha A. Sargent, <i>Sewing Teacher.</i>
Almira S. Johnson,	Edward Bannon, <i>Janitor.</i>

PRIMARY SCHOOLS.

West Concord street.

Eliza C. Gould,	Adelaide B. Smith,
Mary H. Downe,	Emma Halstrick,
Kate M. Hanson,	Lydia F. Blanchard,
Lydia A. Sawyer,	Fanny M. Nason,
Clementine D. Grover,	Evelyn E. Morse.
Hannah M. Coolidge,	C. P. Huggins, <i>Janitor.</i>

FRANKLIN DISTRICT.

GRANVILLE B. PUTNAM, *Principal.*

FRANKLIN SCHOOL.

Ringgold street.

Granville B. Putnam, <i>Master.</i>	Caroline A. Mason, <i>Second Assistant.</i>
Jennie S. Tower, <i>First Assistant.</i>	Catharine T. Simonds, <i>Second Assistant.</i>
Isabella M. Harmon, <i>Second First Assistant.</i>	P. Catherine Bradford, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Mary L. Wheeler,	Roxana W. Longley,
Abbie M. Holder,	Kate E. Blanchard,
Margaret J. Crosby,	Mary A. Mitchell,
Margaret C. Schouler,	Anna E. L. Parker.
Elizabeth J. Brown,	Elizabeth D. Cutter, <i>Sewing Teacher.</i>
Mrs. Amos Lincoln, <i>Janitor.</i>	

PRIMARY SCHOOL.

Cook School, Groton street.

Harriet M. Faxon,	Isadora Page,
Georgianna E. Abbott,	Sarah A. Brown,
Affie T. Wier,	Mary E. Josselyn.
Martha Castell, <i>Janitor.</i>	

Wait School, Shawmut avenue.

Josephine G. Whipple,	Kate K. Gookin,
Georgiana A. Ballard,	Jennie E. Haskell,
Emma E. Allin,	Martha L. Beckler.
E. Josephine Bates,	Mansfield Harvell, <i>Janitor.</i>

SHERWIN DISTRICT.

SILAS C. STONE, *Principal.*

SHERWIN SCHOOL.

Madison square.

Silas C. Stone, <i>Master.</i>	Lucy L. Burgess, <i>Second Assistant.</i>
Frank A. Morse, <i>Sub-Master.</i>	Martha A. Smith, <i>Second Assistant.</i>
Julia F. Long, <i>First Assistant.</i>	Sarah R. Bonney, <i>Second Assistant.</i>
Elizabeth B. Walton, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Anna B. Carter,	Frances McDonald,
E. Elizabeth Boies,	Louisa Ayer,
Caroline K. Nickerson,	Lucy J. Mellen,
Harriet A. Lewis,	Fanny L. Stockman,
Marian Henshaw,	Alice T. Kelley.
Isadora Bonney,	Maria L. Young, <i>Sewing Teacher.</i>
Joseph G. Scott, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Weston street.

Anna G. Fillebrown,	Harriet M. Burroughs,
Mary E. Gardner,	Martha E. Page.
Charlotte White, <i>Janitor.</i>	

Franklin place.

Annie E. Walcutt,	Sarah E. Gould,
Sarah J. Davis,	Emma L. Peterson.
Kate C. Harper, <i>Janitor.</i>	

Avon place.

Abby E. Ford,	Elizabeth F. Todd.
Patrick Higgins, <i>Janitor.</i>	

Day's Chapel.

Maria D. Faxon,

Louisa A. Kelley.

John Cole, *Janitor*.*Cabot street.*

Mary F. Cogswell.

Patrick Higgins, *Janitor*.*Warwick street.*

Elizabeth A. Sanborn.

Patrick Higgins, *Janitor*.*Mill Dam.*

Annie H. Berry,

Eliza A. Moore, *Janitor*.

SIXTH DIVISION.

COMMITTEE.

Warren P. Adams, *Chairman*,
John G. Blake,
John W. Ryan.

George A. Thayer, *Secretary*,
William C. Collar,

ANDREW DISTRICT.

LEANDER WATERMAN, *Principal*.

ANDREW SCHOOL.

Dorchester street, South Boston.

Leander Waterman, *Master*.
Joshua M. Dill, *Usher*.

Elizabeth A. Winward, *First Assistant*.
Henrietta L. Dwyer, *Second Assistant*

THIRD ASSISTANTS.

Sara W. Barrows,
Martha A. Jackson,
Mary E. Perkins,
Mary S. Beebe,

Lucy M. Marsh,
Frances M. Bell,
Esther F. Nichols.
Lizzie Kenna, *Sewing Teacher*.
Christopher Jones, *Janitor*.

PRIMARY SCHOOLS.

Ticknor Building.

Nellie W. Allen.

Methodist Chapel.

Mary A. Jenkins.

Gogin Building.

M. Louise Moody,
Jessie C. Tileston,

Estelle B. Jenkins,
Lizzie Ordway.

Basement of Washington Hall.

Alice L. Littlefield.

BIGELOW DISTRICT.

THOMAS H. BARNES, *Principal*.

BIGELOW SCHOOL.

*Fourth street, corner of E street, South Boston.*Thomas H. Barnes, *Master*.Amelia B. Coe, *First Assistant*.Fred. O. Ellis, *Sub-Master*.Ellen Coe, *Second Assistant*.J. Gardner Bassett, *Usher*.

THIRD ASSISTANTS.

Eliza B. Haskell,

Ellen E. Wallace,

H. A. Watson,

Lucy C. Bartlett,

Mary Nichols,

Harriet A. Clapp,

Malvena Tenney,

Lucy R. Cutter,

Catharine H. Cook,

Jennie A. Cheney.

Abbie J. Adams,

Samuel P. Howard, *Janitor*.

PRIMARY SCHOOLS.

Hawes Hall, Broadway.

Alice Danforth,

Mary P. Colburn,

Abby B. Kent,

Josephine B. Cherrington,

Lucy E. T. Tinkham,

Lucy E. Johnson.

Ann J. Lyon,

Joanna Brennan, *Janitor*.*Simonds School, Broadway.*

Tiley A. Bolkom,

Mary L. Howard.

Emily T. Smith,

Joanna Brennan, *Janitor*.*Ward-Room Building, corner of Dorchester and Fourth streets.*

Sarah A. Graham.

Matthew G. Worth, *Janitor*.*Bank Building, E street.*

Elizabeth G. Bailey.

GASTON DISTRICT.

C. GOODWIN CLARK, *Principal*.

GASTON SCHOOL.

*L street, corner of Fifth street, South Boston.*C. Goodwin Clark, *Master*.Sarah C. Winn, *First Assistant*.Lydia Curtis, *First Assistant*.Mary E. Graves, *Second Assistant*.

THIRD ASSISTANTS.

Myra S. Butterfield,
Emogene F. Willett,
Fannie Blanchard,

Ellen R. Wyman,
S. Lila Huckins.
Mary E. Patterson, *Sewing Teacher.*
S. W. Pollard, *Janitor.*

PRIMARY SCHOOLS.

Gaston School.

Electa M. Porter,
Julia A. Evans,

Mary L. Nichols.

City Point, Fourth street.

Elizabeth M. Easton,
Frances A. Cornish,
—————.

Mary A. Crosby,
Maud Stephens,
Carrie W. Haydn.
A. D. Bickford, *Janitor.*

LAWRENCE DISTRICT.

AMOS M. LEONARD, *Principal.*

LAWRENCE SCHOOL.

Corner B and Third streets, South Boston.

Amos M. Leonard, *Master.*
D. A. Hamlin, *Sub-Master.*
Grenville C. Emery, *Usher.*

W. E. C. Rich, *Usher.*
Alice Cooper, *First Assistant.*
Emma P. Hall, *Second Assistant.*

THIRD ASSISTANTS.

—————.
Mary E. H. Ottiwell,
Catharine M. Lynch,
Margaret Holmes,
Hannah E. Burke,
Margaret A. Gleason,
Margaret A. Moody,

Mary A. Conroy,
Mary A. Montague,
Abbie C. Burge,
Mary A. A. Dolan,
Filena Hurlbutt,
M. Louise Gillett.
Daniel E. Connor, *Janitor.*

PRIMARY SCHOOLS.

Mather Building, Broadway, near B street.

Lucy M. Cragin,
Sarah E. Lakeman,
Ada A. Bradeen,
Willietta Bicknell,

Lizzie A. McGrath,
Minnie F. Crosby,
Mary E. T. Shine,
Annie M. Connor.
Charles E. Smith, *Janitor.*

Parkman School, Silver street, near Dorchester avenue.

Martha S. Damon,	Emma F. Gallagher,
Mary G. A. Toland,	Maggie J. Leary,
Hattie L. Rayne,	Amelia McKenzie.
Margaret Johnson, <i>Janitor</i> .	

Fifth-street School, between B and C streets.

Ann E. Newell,	Alice W. Baker,
Ophelia S. Newell,	Lizzie Crawford,
Sarah M. Brown,	Minnie F. Keenan.
Mary W. Bragdon,	P. F. Turish, <i>Janitor</i> .

LINCOLN DISTRICT.

ALONZO G. HAM, *Principal*.

LINCOLN SCHOOL.

Broadway, near K, South Boston.

Alonzo G. Ham, <i>Master</i> .	Margaret J. Stewart, <i>First Assistant</i> .
Henry H. Kimball, <i>Sub-Master</i> .	Mary E. Balch, <i>Second Assistant</i> .
John F. Dwight, <i>Usher</i> .	

THIRD ASSISTANTS.

Sarah M. Tripp,	Carrie L. Vose,
Lavinia B. Pendleton,	Mary A. H. Fuller,
Vodisa J. Comey,	Silence A. Hill,
Sarah A. Curran,	Annie C. Littlefield.
Joshua B. Emerson, <i>Janitor</i> .	

PRIMARY SCHOOLS.

Capen School, corner of I and Sixth streets.

Mary E. Powell,	Mary E. Perkins,
Laura J. Gerry,	Fannie G. Patten,
Ella M. Warner,	Mary E. Faxon,
Susan Hutchinson,	A. D. Bickford, <i>Janitor</i> .

NORCROSS DISTRICT.

JOSIAH A. STEARNS, *Principal.*

NORCROSS SCHOOL.

*Corner of D and Fifth streets, South Boston.*Josiah A. Stearns, *Master.*Fiducia S. Wells, *Second First Assistant.*Mary J. Fennelly, *First Assistant.*

SECOND ASSISTANTS.

Sarah A. Gallagher,
Juliette Wyman,

Juliette Smith.

THIRD ASSISTANTS.

Maria L. Nelson,
Mary E. Downing,
Mary R. Roberts,
Miranda A. Bolkcom,Harriet E. Johnston,
Emma L. Eaton,
—————.Sarah E. Hamlin, *Sewing Teacher.*Samuel T. Jeffers, *Janitor.*

PRIMARY SCHOOLS.

*Drake School, corner of C and Third streets.*Mary K. Davis,
Sarah V. Cunningham,
Abbie C. Nickerson,Nellie J. Cashman.
Fannie W. Hussey,
Lucinda Smith.W. B. Newhall, *Janitor.**Vestry, corner of D and Silver streets.*

Ellen T. Noonan.

James M. Demeritt, *Janitor.*

SHURTLEFF DISTRICT.

HENRY C. HARDON, *Principal.*

SHURTLEFF SCHOOL.

*Dorchester street, South Boston.*Henry C. Hardon, *Master.*Abby S. Hammond, *Second Assistant.*Anna M. Penniman, *First Assistant.*Emeline L. Tolman, *Second Assistant.*Ellen E. Morse, *Second First Assistant.*Martha E. Morse, *Second Assistant.*

THIRD ASSISTANTS.

Margaret T. Pease,	Harriet S. Howes,
Catharine A. Dwyer,	Jane S. Bullard,
Eliza F. Blacker,	Edith A. Pope,
Sarah L. Garrett,	Marion W. Rundlett.
Roxana N. Blanchard,	Eliza M. Cleary, <i>Sewing Teacher.</i>
William Dillaway, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Clinch Building, F street.

Ella R. Johnson,	Julia F. Baker,
Lucy A. Dunham,	Alice G. Dolbeare,
Mary E. Morse,	Alice C. Ryan.
William Dillaway, <i>Janitor.</i>	

SEVENTH DIVISION.

COMMITTEE.

George M. Hobbs, <i>Chairman.</i>	Lucia M. Peabody, <i>Secretary.</i>
John B. Moran,	John W. Ryan.
William H. Finney,	

COMINS DISTRICT.

CHARLES W. HILL, *Principal.*

COMINS SCHOOL.

Tremont street, corner of Gore avenue.

Charles W. Hill, <i>Master.</i>	Sarah E. Lovell, <i>Second Assistant.</i>
H. H. Gould, <i>Sub-Master.</i>	Almira W. Chamberline, <i>Second Assistant.</i>
Julia Scribner, <i>First Assistant.</i>	<i>ant.</i>
Lillie E. Davis, <i>First Assistant.</i>	
Martha A. Cummings, <i>Second First Assistant.</i>	

THIRD ASSISTANTS.

Annetta F. Armes,	Emily Swain,
Kate M. Murphy,	Delia M. Upham,
Charlotte P. Williams,	Caroline A. Gragg.
Adelina May,	Delia Mansfield, <i>Sewing Teacher.</i>
Julia A. C. Gray,	Geo. S. Hutchinson, <i>Janitor.</i>
Emma E. Towle,	

PRIMARY SCHOOLS.

Francis street.

Rebecca Morrison,	Mary E. Crosby.
	Mrs. McGowan, <i>Janitor.</i>

Phillips street.

Annie E. Clark.	Lizzie P. Brewer,
Penelope G. Hayes,	Sarah B. Bancroft,
Helen P. Hall,	Carrie M. Brackett,
Sarah E. Haskins,	Lizzie A. Colligan.
	George S. Hutchinson, <i>Janitor.</i>

Smith street.

Isabel Thatcher,

Anna R. McDonald.

Charles Stephens, *Janitor.**King street.*

Lizzie F. Johnson,

Carrie J. Harris,

Adaline Beal,

Mary J. Backup,

Caroline D. Putnam,

Delia T. Killian.

S. B. Pierce, *Janitor.*

DEARBORN DISTRICT.

WILLIAM H. LONG, *Principal.*

DEARBORN SCHOOL.

*Dearborn place.*William H. Long, *Master.*Philena W. Rounseville, *Second First*Harlan P. Gage, *Sub-Master.**Assistant.*L. Anna Dudley, *First Assistant.*

SECOND ASSISTANTS.

Martha D. Chapman,

Frances L. Bredeen.

Helen F. Brigham,

THIRD ASSISTANTS.

Cynthia G. Melvin,

Elizabeth R. Wallis,

Sarah H. Hosmer,

Phebe H. Simpson,

Bell J. Dunham,

Louise M. Epmeyer,

Anne M. Backup,

Josephine A. Keniston,

Elizabeth E. Stafford,

Mary F. Walsh.

Lizzie M. Wood,

Catherine G. Hosmer, *Sewing Teacher.*Michael J. Lally, *Janitor.*

PRIMARY SCHOOL.

Yeoman street.

Anna M. Balch,

Ada L. McKean,

Susan F. Rowe,

Annie M. Croft,

Ellen M. Oliver,

Louise D. Gage,

Mary E. Nason,

Kate A. Nason.

Augustus L. Litchfield, *Janitor.*

Eustis street.

Mary F. Neale,
Abbie L. Baker,

Clarabel E. Chapman,
Mary K. Wallace.
Sarah Stalder, *Janitor.*

George street.

Mary M. Sherwin,
Elizabeth E. Backup,
Emily M. Pevear,

Flora J. Cutter,
Clara F. Conant.
Michael Carty, *Janitor.*

DUDLEY DISTRICT.

LEVERETT M. CHASE, *Principal.*

DUDLEY SCHOOL FOR BOYS.

Corner of Dudley and Putnam streets.

Leverett M. Chase, *Master.*

Harriett E. Davenport, *Second Assistant.*

Henry L. Clapp, *Usher.*

Susie C. Lougee, *First Assistant.*

THIRD ASSISTANTS.

Mary H. Cashman,
Ruth H. Brady,
F. M. Davis,

Luette S. James,
E. E. Torrey.
James Hughes, *Janitor.*

DUDLEY SCHOOL FOR GIRLS.

Bartlett street.

Sarah J. Baker, *Principal.*

Jane S. Leavitt, *Second Assistant.*

Dora A. Pickering, *First Assistant.*

THIRD ASSISTANTS.

Mary C. Whippey,
Eliza Brown,
Mary L. Gore,

Mary S. Sprague.
Emma A. Waterhouse, *Sewing Teacher.*
Thomas Colligan, *Janitor.*

PRIMARY SCHOOLS.

Vernon street.

M. E. Watson,
S. Louisa Durant,

Anna T. Bicknell,
Ella T. Jackson.
P. F. Higgins, *Janitor.*

Dudley School-house, Putnam street.

Henrietta M. Wood,
Anna M. Stone,

Emma L. B. Hintz,
Celia A. Scribner.

LEWIS DISTRICT.

WILLIAM L. P. BOARDMAN, *Principal.*

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

William L. P. Boardman, *Master.*
Charles F. King, *Sub-Master.*

Sarah E. Fisher, *First Assistant.*
Eunice C. Atwood, *Second Assistant.*

THIRD ASSISTANTS.

Amanda Pickering,
Mary D. Chamberlain,
Emily B. Eliot,
Henrietta M. Young,
Louisa J. Hovey,

Susan A. Dutton,
H. Amelia Smith,
Elizabeth Gerry.
Malvina L. Sears, *Sewing Teacher.*
Antipas Newton, *Janitor.*

PRIMARY SCHOOL.

Thornton street.

Joanna Monroe,

Alice C. Pierce.
Charles Stephens, *Janitor.*

Winthrop street.

Frances N. Brooks,
Mary E. Deane,

Mary F. Baker.
Catherine Dignon, *Janitor.*

Munroe street.

Helen Crombie,

Maria L. Burrill.
Mrs. Kirby, *Janitor.*

Mt. Pleasant avenue.

Fanny H. C. Bradley,

Eloise B. Walcutt.
Catherine Dignon, *Janitor.*

Quincy street.

Almira B. Russell,

Florence L. Shedd.
Gilbert Hasty, *Janitor.*

LOWELL DISTRICT.

DANIEL W. JONES, *Principal*.

LOWELL SCHOOL.

*310 Centre street.*Daniel W. Jones, *Master*.Eliza C. Fisher, *First Assistant*.George T. Wiggin, *Usher*.E. Josephine Page, *Second Assistant*

THIRD ASSISTANTS.

O. Augusta Welch,

M. F. Cummings,

Anna L. Hudson,

Susan E. Chapman.

Susan G. B. Garland,

Annie Brazier, *Sewing Teacher*.

Mary A. Cloney,

Frank L. Harris, *Janitor*.

PRIMARY SCHOOLS.

Centre street.

Jeannie B. Lawrence,

Emma M. Waldock,

Ellen H. Holt,

Helen O. Wyman.

Frank L. Harris, *Janitor*.*Curtis street.*

Sarah P. Blackburn,

Mary J. Capen.

James Waters, *Janitor*.*Codman avenue, corner of Washington street.*

Alice M. May,

Isabelle Shove.

Peter Gorman, *Janitor*.*Heath street.*

M. Ella Mulliken,

— — —.

Catherine H. Norton, *Janitor*.

EIGHTH DIVISION.

COMMITTEE.

F. Lyman Winship, *Chairman.* Henry P. Bowditch, *Secretary.*
William T. Adams.

ALLSTON DISTRICT.

G. W. M. HALL, *Principal.*

ALLSTON SCHOOL.

North Harvard street, Brighton.

G. W. M. Hall, *Master.* Sarah F. Boynton, *Second Assistant.*
Persis B. Swett, *First Assistant.*

THIRD ASSISTANTS.

Georgie Palmer, Mary J. Cavanagh.
Mary F. Child, Sarah Stall, *Sewing Teacher.*
Laura E. Viles, Patrick McDermott, *Janitor.*
Alice A. Swett,

PRIMARY SCHOOLS.

Everett School, corner of Pearl and Auburn streets.

Clara Hooker, Patrick McDermott, *Janitor.*
Anna M. Farrington.

Auburn School, School street, N. Brighton.

Kate McNamara, Patrick McDermott, *Janitor.*
Adelaide C. Williams.

Webster School, Webster place.

Emma F. Martin, Otis Wilde, *Janitor.*

BENNETT DISTRICT.

E. H. HAMMOND, *Principal*.

BENNETT SCHOOL.

*Chestnut Hill avenue, Brighton.*E. H. Hammond, *Sub-Master*.Anna Leach, *Second Assistant*.Melissa Abbott, *Second Assistant*.

THIRD ASSISTANTS.

Harriet M. Boit,

Emma F. Chesley.

Annie M. Hotchkiss,

Charles F. Wheeler, *Janitor*.

PRIMARY SCHOOLS.

Winship place, Agricultural Hall.

Charlotte Adams,

Emma P. Dana.

Fannie W. Currier,

J. R. Marston, *Janitor*.*Oak square.*

Nellie A. Hoar.

Charles F. Wheeler, *Janitor*.

CENTRAL DISTRICT.

JOHN T. GIBSON, *Principal*.

CENTRAL SCHOOL.

*Burroughs street, Jamaica Plain.*John T. Gibson, *Master*.C. J. Reynolds, *Second Assistant*.Mary A. Gott, *First Assistant*.

THIRD ASSISTANTS.

Emily A. Hanna,

M. M. Sias.

M. E. Stuart,

Rufus A. Perry, *Janitor*.

Victoria M. Goss,

PRIMARY SCHOOLS.

Thomas street, Jamaica Plain.

Mary E. Tufts,

Patrick Curley, *Janitor*.

Emma Smith.

Childs street.

Mary E. Brooks,

William F. Fallon, *Janitor*.

Annie E. Burton.

CHARLES SUMNER DISTRICT.

ARTEMAS WISWALL, *Principal.*

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Artemas Wiswall, *Sub-Master.* Charlotte B. Hall, *Second Assistant.*

THIRD ASSISTANTS.

Fannie Ashenden,	Sarah Ashenden, <i>Fourth Assistant.</i>
Elvira L. Austin,	Julia Z. Ridgway, <i>Sewing Teacher.</i>
Fannie H. Wiswall.	John L. Chenery, <i>Janitor.</i>
Ella M. Hancock, <i>Fourth Assistant.</i>	

PRIMARY SCHOOLS.

Washington street.

Angie P. Nutter, Mrs. Kate Morrissey, *Janitor.*

Canterbury street.

Ellen B. De Costa, Ella F. Howland,
———, *Janitor.*

HILLSIDE DISTRICT.

ALBERT F. RING, *Principal.*

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

Albert Franklin Ring, *Sub-Master.* Mary E. Very, *Second Assistant.*
Amy Hutchins, *Second Assistant.*

THIRD ASSISTANTS.

Alice B. Stephenson,	Ida M. Metcalf.
Emily H. Maxwell,	Nellie I. Lincoln, <i>Sewing Teacher.</i>
S. S. Marrison, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Green street.

Margaret E. Winton, Anna M. Call.
Mrs. J. Fallon, *Janitor.*

Washington street.

E. Augusta Randall,

Jennie A. Eaton.

Michael Kelley, *Janitor*.

MOUNT VERNON DISTRICT.

ABNER J. NUTTER, *Principal*.

MOUNT VERNON SCHOOL.

*Mount Vernon street, West Roxbury.*Abner J. Nutter, *Usher*.Emily M. Porter, *Second Assistant*.

THIRD ASSISTANTS.

Emma J. Fossett,

J. Z. Ridgway, *Sewing Teacher*.

Helen C. Steele.

James M. Davis, *Janitor*.

PRIMARY SCHOOLS.

Centre street.

Adah E. Smith.

James M. Davis, *Janitor*.*Baker street.*

Ann E. Harper.

William J. Noon, *Janitor*.*Washington street.*

Ada F. Adams.

Evelyn Mead, *Janitor*.

NINTH DIVISION.

COMMITTEE.

William T. Adams, *Chairman*.
Warren P. Adams.

William H. Finney, *Secretary*.

DORCHESTER-EVERETT DISTRICT.

HENRY B. MINER, *Principal*.

DORCHESTER-EVERETT SCHOOL.

Sumner street, Dorchester.

Henry B. Miner, *Master*.
Geo. M. Fellows, *Usher*.

Mary F. Thompson, *First Assistant*.
Helen M. Hills, *Second Assistant*.

THIRD ASSISTANTS.

Henrietta A. Hill,
Sara M. Bearse,
Anna M. Foster,

M. Rosalia Merrill.
Mrs. M. A. Willis, *Sewing Teacher*.
Lawrence Connor, *Janitor*.

PRIMARY SCHOOLS.

Sumner street.

Maud M. Clark,

Lawrence Connor, *Janitor*.

Howard avenue.

Annie W. Ford,

Matilda Mitchell.
Henry Randolph, *Janitor*.

Dorchester avenue.

Cora L. Etheridge,

Annie F. Ordway.
M. A. Reardon, *Janitor*.

GIBSON DISTRICT.

WILLIAM E. ENDICOTT, *Principal*.

GIBSON SCHOOL.

School street, Dorchester.

William E. Endicott, *Sub-Master*. Charlotte E. Baldwin, *Third Assistant*.
 Ida L. Boyden, *Second Assistant*. E. R. Gragg, *Third Assistant*.
 Elizabeth E. Shove, *Third Assistant*. Hannah Clarkson, *Janitor*.

ATHERTON SCHOOL.

Columbia street.

Ella S. Wales, *Second Assistant*. W. Wales, *Janitor*.

PRIMARY SCHOOLS.

School street, Dorchester.

E. Louise Brown, Ella Whittredge.
 Hannah Clarkson, *Janitor*.

Columbia street.

Nellie G. Sanford, Edna L. Gleason.
 W. Wales, *Janitor*.

Thetford avenue.

Hannah E. Pratt. Timothy Donahue, *Janitor*.

HARRIS DISTRICT.

EDWIN T. HORNE, *Principal*.

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Edwin T. Horne, *Sub-Master*. Ann Tolman, *Second Assistant*.

THIRD ASSISTANTS.

E. M. Harriman, Marion B. Sherburne.
 Elizabeth P. Boynton, Mrs. M. A. Willis, *Sewing Teacher*.
 Almy C. Plummer, John Buckpitt, *Janitor*.

PRIMARY SCHOOLS.

Harris School-house.

Marion B. Sherburne, Elizabeth A. Flint.
 Cora F. Plummer, John Buckpitt, *Janitor*.

MATHER DISTRICT.

DANIEL B. HUBBARD, *Principal*.

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Daniel B. Hubbard, *Master*. Lucy J. Dunnels, *Second Assistant*.
Olive S. Boothby, *First Assistant*.

THIRD ASSISTANTS.

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